THE JOURNAL OF EDUCATION

Volume 123 MAY-JUNE, 1940 Number 5

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The Journal's Fall issues will start with September instead of October. May and June issues have been combined to facilitate this change.

The Child's World and Reality

EFFIE A. HULT

"Go Slow" or "Go Slowly"?

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Jam Tomorrow
ROBERT TYSON

Maps and Map-Making
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The School Magazine
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Psychology Is for Teachers
PRIZE STORY — MARTHA LINDLEY HALL

Which Principal Is Best?
WORTH McCLURE

"If Only We Had Learned to Study!"
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The Editors Say . .

We are revising our publication calendar a little in the hope of serving you better. Thus, we shall bring you a September issue this year instead of starting in the autumn with October.

Our new schedule will run from September to May rather than from October to June as formerly.

We believe you will appreciate this change and will welcome the September issue coming as it will when you are especially eager for new ideas.

The present number bears a two months' dating (May-June, 1940) and has been timed to include the latest news possible and yet to reach you before the final rush of commencements and school closings.

Our office is kept open throughout the summer and if you visit Boston you are invited to drop in and talk things over with us.

Remember we are constantly on the lookout for interesting and worthwhile material and the summer is a fine time for you to write that article you have been mulling over.

Summer is our planning season. If you have any suggestions for the improvement of *your* magazine send them along early.

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Hearty greetings to those members of our reader family who are scattered around the world outside the United States. Salutations to the subscriber in South Africa who sent us a second check after the first one proved invalid because of war conditions. Our friend in Riga, Latvia, who missed two recent issues will have duplicates mailed and we hope he gets them. To all of you out there in the Philippines, China, Japan, Belgian Congo, Brussels, Australia, Hawaiian Islands, Guam, Cuba, Puerto Rico, Newfoundland, Canada, Alaska, Soviet Russia and elsewhere—go our best hopes that you will live to enjoy again peaceful skies. We are glad indeed that you want us to share our Journal with you and that it gets through to you as well as it does, despite the existence of conditions a thousand times worse than those Sherman called "Hell."

▼

The promptness with which these far-away subscribers send their renewals is gratifying. (Some who live just around the corner from us ought to blush at this!)

▼

Good-bye until September and may you have a refreshing summer.

Educational Leaders

TAKE A STAND FOR SAFETY EDUCATION

in the 18th Yearbook

IN HARMONY with the recommendations in the February, 1940 YEARBOOK of the American Association of School Administrators (N. E. A.) THE ROAD TO SAFETY SERIES permits Safety Education to be taught as a separate subject or integrated with reading.

THIS ATTRACTIVE, SUCCESSFUL SERIES has the same fundamental topics and the same objectives as those in the program developed so successfully in the public schools of Cleveland and given in outline in the Yearbook as a typical example of a course organized as a separate subject.

THE BOOKS OF *The Road to Safety* series cover the elementary grades. They offer realistic stories of activity and adventure which are of obsorbing interest to every child. For the most part these stories tell about children and of the familiar things that they do. In them are lessons which come close to the pupil's life and develop safety knowledge, attitudes, habits, and skills.

THE INSTRUCTION HAS A POSITIVE APPROACH and indirect method of presentation, without making use of the gruesome or repellent. The reading material is of exceptionally high quality. The vocabulary has deliberately been kept below the level of basal reading books of the same grade. The illustrations, numerous, realistic, and colorful, add artistic charm and interest.

The authors of *The Road to Safety* series have won national recognition in their outstanding work in this field. They are: HORACE M. BUCKLEY, MARGARET L. WHITE, ALICE B. ADAMS, LESLIE R. SILVERNALE.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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EDITORIALS:

World at Lessons

Freedom Not Insured

Americans of the present generation have been taking their freedom and democracy for granted. The struggles of the forefathers to free themselves from the tyrannies of the Old World have faded into history and have lost that vividness and force which once they had in American consciousness. Even those who fought in defense of liberty in 1917 and 1918 and are still its champions against hostile groups and ideologies do not always comprehend what liberty implies.

All of us can remember the period of prosperity prior to the autumn of 1929 and how widely the notion had spread around that prosperity was here to stay. And yet it wasn't. If we had been a bit more doubtful of the permanence of that prosperity we might have saved it a great deal longer.

Threats to democracy and freedom have become so obvious today that Americans quite generally are awakening to consider how much this heritage of liberty is worth and what can be done to guard it in a world of turmoil and enslavement.

It looks like a large order. No one knows what sacrifices may ultimately be required to carry it through.

Meanwhile, however, democracy's first line of defense lies in the home sector of each of us. Here is to be practiced a way of living that respects the rights of neighbors and that labors and sacrifices in the common interest.

Not a Production Line

To build an educational machine that will run almost without tending has been the aim of many administrators.

As if education could produce its results the way a factory turns out its one-a-minute!

As if anything in education mattered so much as the calibre and the labors of the men and women whose job is to study and guide and inspire each individual child—each unique personality!

When shall we learn that administration—organization—building and managing the machinery of the schools—is of no avail unless it encourages and makes possible good teaching—good learning—those changes in growing boys and girls that spell happier individuals and a healthier society?

Faith and Education

Equip a man with two kinds of faith—faith in God and in himself—and he is ready to be and to do the best that's in him.

Strip a man of either kind of faith he may already have and you cripple him for life.

Do college faculties add to and strengthen these two kinds of faith? Or do they detract from and weaken and perhaps destroy them?

That differs with different colleges and personalities, of course.

Faith in God has frequently been broken down by professors of science, philosophy, history or literature—teachers who are as poorly qualified to speak on religious matters as the average clergyman would be to speak on matters in the special fields of these professors. The charge that colleges destroy religious faith has been heard for at least two generations now, and whatever truth there may be in the charge is deeply regrettable.

The danger to the second kind of faith—faith in one's self—is perhaps even greater than that to the first. Here psychologists are the offenders. And they are speaking in their own field, not straying abroad, when they impress students with the theory that they are endowed from birth with certain behavior patterns that cause them to react only in predetermined ways to external stimuli.

Take a boy who has gone to college with the determination to develop all his latent abilities in order to amount to something—subject that boy to the influence of a mechanistic psychology and see what becomes of his fine eagerness for self-improvement, his earnest faith in himself that led him to seek this further education.

Here, then, is a phase of education that bores into education itself.

Strangely enough, those psychologists who deal with mentally distraught men and women—psychiatric cases—are coming more and more to discover that the one thing needed by their patients is faith—faith in self and faith in God.

Are we to have one set of psychologists destroying spiritual values while another and more realistic set strives to restore them?

Let's look into what our psychologic laboratories and classrooms are doing to youth's faith in itself.

Textbooks vs. Salaries

Once upon a time—it was in the spring of 1940—a superintendent invited his principals to requisition all the supplies they needed for their respective buildings and class rooms. He was a wise and courageous superintendent and he had convinced his board that teachers cannot do their best work without plenty of good tools. Thus, the stage was all set for a first rate replenishment of worn out books and apparatus.

To the surprise of the chief administrator, his principals handed in only the shortest, most meager of lists. The superintendent made discreet inquiries. At length he drew from one or another the admission that the demands were purposely kept low in order to divert the economy axe from salaries.

When the superintendent remonstrated, hinting that this was unfair to the boys and girls and a hindrance to their own teaching efforts, a teacher spoke up:

"Well, the educational experts keep telling us we shouldn't be so dependent on textbooks. We thought we'd follow their advice."

The superintendent sighed and stroked his chin. He thought he scented in the air that blew across a nearby pile of old textbooks a whiff of rationalization. Some one was salving a conscience with oily argument.

Whatever the experts may mean by advising less dependence on the textbook, ordinary common sense tells all school folk who are blessed with it that a good basic text is just about the most useful thing there is in any classroom; that however many auxiliary books may be available on the reference shelf these do not take the place of the one up-to-date book in each subject supplied in identical form to every pupil in a class. Nor can this basic text be dirty, torn, or obsolete in content or approach without seriously retarding progress.

No one knows these truths better than the teacher.

The Testing Cycle

An interesting subject for a thesis—if any one cares to waste an interesting subject in that way—would be "A History of School Examinations." Starting perchance with oral quizzes by school committeemen, examinations grew to formal written assignments made up by each teacher; then to uniform tests for all the schools in a local system; then to state-wide tests like those of the New York Regents. Later came tests of the College Entrance Examination Board.

Then, for a while, less importance was attached to examinations. Class work was given more weight in determining school marks and promotions.

Next, a wave of protest arose against marks in general—and that wave is still waving, causing some educators to recommend chronological promotions with little regard to mental progress.

Meanwhile—with examinations of the older types going out of fashion, standardized tests for mental ability, achievement, aptitude and other qualities have sprung into existence and use by the thousands.

If Junior, in his particular school, no longer shivers at the thought of midyear or final "exams," it isn't because he has been left unharried by "exams" under other names throughout his years at school.

The difference seems to be that the approved tests today help teachers to know their pupils better, while the traditional examinations spread stimulus or discouragement among the pupils and aided the teachers to sort the successes from the failures.

Maybe the schools will settle down after a while to utilize tests of older and newer types in due proportions—still leaving time for the acquisition of a little learning between tests.

Valiant Educator

Education loses a true and valiant champion in the passing of Dr. E. W. Butterfield. Readers of this magazine will specially miss his frequent and forceful contributions—two of which were printed in our April issue. The editors, too, will miss his interested counsel and participation. He was as fearless a schoolman as we have ever known; a believer in sturdiness of mind and spirit, whose own following of the gleam was not without its cost to him. But it is glorious to have lived as he did.

Shunning the News

Recently an American business man was heard to remark: "I have given up reading the newspapers because it's no use reading what you can't believe anyway."

No doubt a great many Americans have voiced similar opinions in this period of conflicting reports from Europe.

We should not, however, overlook the plain fact that we in the United States have the best chance in the world of hearing both sides of a war story, or that we are very likely to get the truth sifted out within a few days after any important event.

As for refusing to read or listen to the news because of its alleged unreliability—it seems like an effort to enjoy a security that does not exist. Many of us would be glad to fall asleep in the matter of news-listening until we can hear the kind of news to make us happy. But can we afford to shut our ears and eyes to events that threaten the very foundation of the world we live in?

The Child's World and Reality

EFFIE A. HULT
Lincoln, Nebraska

IT can't happen here! So I had thought, yet once, long ago, my principal in a weak moment, drafted me into teaching a class in history, 8B, I believe it was. Now many educators at conventions call all schoolroom experiences "Happy Adventures", and, of course, many are!

In this class were segregated a group having I.Q.'s in the lower brackets, and they were low for two reasons: first, because the pupils couldn't read, and the text book which was put into their hands did not help solve that problem; and secondly, because they had built up in their minds against that subject a wall of resistance stronger than the Maginot and the Siegfried lines combined. As a group they stood solid 100% "agin it."

According to the maxim in the copybook in the days of my youth, "When the ox is in the pit is the time to drag him out," and I proceeded to do so. My problem, as I saw it, was to start at the beginning, and so, along with teaching them the fundamentals of reading, I tried to break down this wall of resistance.

Finally one day I told the class to stand. By looking out of our third story windows we could look down on the roof of a rambling bungalow at one corner of the block.

"Now," I said, "the man who wrote our textbook lives in that house."

The group stood, making no response, and so quiet were they, one could almost believe they had been called on to recite. Fearing they had gone to sleep with their eyes open, I suggested that they be seated. They did so, somewhat like deflated balloons floating earthward.

"You are astonished," was my comment. "I thought possibly you might be, but not quite so much as all that."

If I were telling this as the popular convention speaker might tell it, I would say, "Then one big boy in the far corner of the room, rose slowly to his feet, and said—" But it didn't happen that way—but this way. A youngster, quicker of speech than the others spoke up, "You're joking, ain't you, Teacher?"

After they were convinced that the author really did live in that house, I said, "Why does that seem so amazing to you?"

Now that we were on a subject that wasn't connected with the lesson, they talked freely. They believed, according to them, that no person who ever wrote a textbook was alive today. That all authors died long, long ago and were buried, and that their textbooks ought to be buried along with them. Furthermore, what was in a history book had nothing to do with their young lives.

Now were I a convention speaker, I might say that from then on the children loved their history, they cried for it, and they preferred it to apple pie. Such was not the case, for we struggled valiantly to the bitter end of the ninety days, and whether they learned any history or not they did learn a little bit about how to read.

Now their notion regarding authors and text books did not shock me as much as you might think. I have a confession to make, and I'm making it because I believe most of you could make a similar one, that is, I used to hold the same idea myself when I was a youngster. Events, no matter how interesting they were, were so remote, they just didn't touch our lives. It's like Homer, 3000 years ago, in speaking of the Ethiopians who lived just across the Mediterranean pond from Greece; he calls them the "remotest of all mankind." In other words, the events of the text books are remote because they don't project themselves into the child's world. And the child is as hesitant to leave his world as the Greeks were fearful to venture forth upon the uncharted seas.

You perhaps recall when in the Sunday school age how remote the events of the Bible seemed. There was no connection between those characters swathed in long ill-fitting nightgowns, their faces hidden behind flowing beards, and the people of your day. Probably you thought as I did that Jerusalem was somewhere in Heaven.

No less remote were the story books written for children, at least those that reached the "library shelves" in the corner of our schoolroom. Invariably these stories were written by English authors, and they were all about "fortnight visits", "shillings", "governess and nurse", French lessons", "plum tarts", "pinafores", etc. To be sure we gulped the stories down.

▼

Text books, as many good publishers are discovering, should be written by two sets of authors. First there should be the author, a genius in his line, a person so wise he knows, as Homer would say, "a thousand things"; who does the research work to decide what should be included in that text; secondly, when all the material has been collected it should be turned over to a person who can translate that into the language of the child.

If a child is to make proper growth he requires not only plenty of food but also the right kind of food. So also in a text book not only is the amount of material important to insure mastery but likewise is the type of material that is set before the child. If the material

in the exercise appeals to the child's world, a contact is made at once.

How children resist analyzing proverbs and other high sounding sentences! for example, the following sentences are perhaps of equal difficulty:

"People who live in glass houses should not throw stones," and

"Because I did not come home on time, my father scolded me." Yet the children's reactions toward them are entirely different. The one makes a direct contact with their world, while the other is outside their world, and they have little or no interest in it, just another of those things superimposed on them.

No sailor would think of sailing the wide seas without compass and instruments. With them at hand he can always find his way. Likewise text books should come equipped with proper guides and study helps so that children can learn to help themselves.

By introducing the text book into the child's world instead of forcing a child into some uncharted world, Jerusalem will find a proper footing on this earth.

Jam Tomorrow

ROBERT TYSON
Department of Psychology and Philosophy
Hunter College, New York

"THE rule is, jam tomorrow and jam yesterday, but never *jam today*," says the White Queen to Alice in *Through The Looking-Glass.*

In proposing such wages to Alice the White Queen expressed the philosophy of many a student and many a person out of his student days. The thought runs: "Things will be different and better when I'm out of nursery school, out of the elementary grades, finished with high school, in college, when I have a job, when I have a better job, when I retire, and, presumably, when I'm in heaven. The problems I have now are temporary; when I take the next step in life they'll disappear."

Perhaps some problems *will* vanish. But others will remain, and will be much the same throughout life. Adjustment to them will always be necessary; escape from them will be just as possible as it would be for Alice to get her jam when it never comes to "jam day."

Education of attitudes has become a recognized task of teaching, and in this sense it might be well to see just which school and college situations can be used to free growing people from anticipation of a Never-Never Land that is always due "tomorrow."

"I can't wait till next year. I'll be in high school. I'll be a big fellow."

Yes, that *is* getting ahead, sure enough. But then there are upperclassmen in high school who are still bigger. Your teacher may seem like something of a big fellow to you right now. But the principal, the dean, or the president of the institution is a good deal bigger still. They in turn look rather small to the Board of Education. Do you really think there's no one bigger? Perhaps this is a good time to get used to the idea.

"Next year I'll be out of school. I'll have a job and will I be glad to stop learning!"

Yes, you'll be out of school all right. But how about the first month on a job? Don't you think there'll be something to study about it? When you've mastered the first principles of your job, isn't it just possible that there will still be something to learn from people who have been in that work for ten, twenty, or thirty years? Why not get used to the idea that you'll keep on learning, and try to enjoy it?

"These tests! Honestly, you'd think teachers sat up late nights thinking of awful questions to ask!"

Well, most teachers don't like tests either; they don't make the most fascinating reading in the world. But is school or college the only place where tests are given? If you mean a *formal* test, perhaps that's right. But isn't a person taking a test, in a sense, when he applies for a job? When a young lawyer gets his first important case, isn't that the equivalent of a test? It begins to look as if a person *keeps on* taking tests, doesn't it?

"Honestly, that history course! It's boring me to tears and distraction. And did you ever see anybody more irritating than that teacher?"

Quite possible that your description is correct, unfortunately. And if so, who could blame you for not liking it. But would you say that people out of school and college, in business, in professions, aren't occasionally bored? Is a physician fascinated by making general examinations? Is a business man intrigued beyond words by checking over page after page of accounts? Can't you imagine any times later on when it might be necessary to adjust to people whose personalities don't exactly suit your wishes?

Through the projection of such school and college situations into the future, their inevitability can be made clear. The fact that they represent adjustment problems which will be met in some form *throughout life* can be demonstrated.

Perhaps this will help in some measure to concentrate students' attention, not on anticipation of a time when their problems will disappear, but on finding present satisfaction in facing them effectively today.

The School Magazine— An Aid to Written Language

LILLIAN B. DEMAREST
Teacher, Liberty School
Englewood, New Jersey

MODERN education demands purposeful, organized activity. The development of permanent social attitudes, special capacities, personalities, and creative originality are definite aims in the elementary school of today.

The school magazine furnishes a definite medium for such purposeful activity. Whether a school be large or small, equipped with a wealth or a meager amount of material, the challenge and result are the same. It promises a creditable example of the combined efforts of the school as a group and promotes a pride in personal achievement.

The elementary school magazine is in the growing stage. As there are no set rules to follow, every magazine is an experiment planned to serve the interests of its readers. This should be its chief aim.

The language field is our chief medium for the actual development of an elementary publication. Oral discussions of types of stories, fact and fiction; poetry and prose; news items and reports tend to stimulate children to "magazine consciousness."

Mechanical skills in reading and language become a necessity, to be used for a definite purpose. Series of guided experiences teach a child to evaluate his own work and challenge his need for improvement in the quality of written expression.

Our school magazine is divided into two separate parts to provide school interest from the kindergarten through the sixth grade.

Primer type is used throughout the primary section to enable the little children to read it easily. Each class plans its own pages with material from regular classroom work. Experience stories, original stories, and original illustrations, in color, fill the allotted space. These children feel that they "belong" when they contribute to such a school activity. Their pages in the school magazine bring a stimulating desire to do their best work.

The intermediate grades gain most in the language skills from the actual work on the magazine. Since magazines are to be read, the articles printed in them must be worth reading. This fact, being the criterion by which all articles are judged, provides a stimulus for development in writing for a definite purpose.

Our magazine is divided into six sections, i.e., Editorials, Stories, Poems, Nature, Books, and Fun. Each section presents a different language aspect, but since the material is gathered from regular class room work and not written especially for the school magazine a general procedure for written composition is always used.

In order to write effectively, the average child must first have a knowledge of the many types of stories that are written. Selections must be read, discussed and classified. The following classifications are adequate to teach children that all stories are not alike:

1. Stories of fact and information
2. Stories of originality and imagination

Through general class discussions the children form their own specific goals to guide their work, thus learning to judge their work by one basic outline. The requisites of a good elementary story are listed below:

1. Interesting topic
2. Good sentence beginnings
3. Descriptive words
4. Clear, orderly ideas
5. Forceful endings

Varied experiences, varied vocabularies and varied abilities in self-expression make grouping necessary in order to provide a fair opportunity for all children. If this is not done, any magazine will naturally include only the best work of a selected group and its purpose as an aid in the development of written language will be sorely defeated.

Our children are divided into groups of not more than five, according to their ability in written expression. This grouping provides a definite challenge for the child who writes easily, and maintains a happy competitive atmosphere among all groups. These groups work together only on written English and they must remain very flexible. They must be changed frequently to avoid inferior fixations.

Each child writes his story and at a specified time he presents it to his group. Every child in the group reads every story written by each member of the group, offering suggestions for improvement in construction, rearrangement of ideas, paragraphing, language errors, and punctuation. After all the suggestions have been considered, each child rewrites his story. The stories are reread by the group and the best one from each group is selected by the children as a possible article for the proper section of our school magazine. These stories are filed with magazine materials and the others are kept in a class composition file.

Pupil participation in criticism and evaluation of work gives excellent training in overcoming the everpresent errors in language and punctuation. Vocabularies are broadened through constructive pupil criticism.

Poetry provides stimulation of

senses and develops imaginative writing. The use of simple, forceful words to tell a story in rhythmic sound is appealing to children. Original phrasing of childish experiences need not rhyme, but thoughts must be completed.

The news items disclose the need for another type of written language. Topical headlines must be short but informative. The items must be strictly factual, dealing with school interests.

In the Nature and Science Section the children strive to develop original stories, true to fact, from subjects they have studied. This type of story seems most difficult at first, but by using a brief outline to keep the facts in order, the stories will improve.

Book Reports and Fun provide an opportunity for a wealth of imagination. Word games and cross word puzzles strengthen vocabularies. Humor is written void of all offense and ridicule.

After the written material is arranged and typed, the proof-reading is done by the children. Arrangement of dummy pages, leaving spaces for original illustrations, provides a definite lesson in neatness and good judgment.

When the magazine is mimeographed and assembled, the children have concrete evidence of work well done. Such purposeful activity develops many desirable social attitudes as well as varied types of intrinsic aids to better written language.

Which Principal is Best?

By WORTH McCLURE
Superintendent of Schools
Seattle

LEADERSHIP of school and community, building management, personal and professional growth—these are the fundamental responsibilities of the principal.

As a leader the principal seeks to make his school as effective a place as possible for the continuing growth of pupils, teachers, parents. He does this by studying needs—now by himself, now with pupils, now with teachers, now with parents, now with individuals, now with groups. He seldom says, "Thou shalt." He often says, "Come, let us try." Out of needs grow the plans, part and parcel of the larger plans of the school board for the system to which his leadership also contributes.

His plans are followed through. He checks up results by such means as visiting classrooms, by individual and group conferences, by tests and examinations. He seeks often to view his school through the eyes of laymen, of the superintendent, of the school board, so as to maintain a perspective that otherwise might be lost because of his closeness to the job.

As all leaders must, he revises his plans from time to time in the light of his observations. He defines new problems which he again attacks cooperatively. Cooperative effort, you see, unifies, integrates, educates, keeps realistic the cooperators of whom the principal is one. That is why the democratic way is the best way. It is the way of growth. It is slower than leadership by decree, but more permanent.

But leadership without management is ten-thumbed. Management is not greater than leadership, but absence of management leaves effort floundering. Cooperative effort is the hard way. It is not the easy way. Without management it may cease to be cooperative. It needs organization, planning, follow-through to keep it moving, foresight to keep it free. Leadership that scoffs at detail always awakens like Gulliver to find itself bound hand and foot by Lilliputian threads. The strong principal masters details before they master him. Leadership without foresight is as pitiful as a blind man in the center of metropolitan traffic. It can launch out in no direction with assurance; it can only dodge hither and thither. Foresight faces the same swirl of cars but takes advantage of its ebb and flow.

Leadership too must grow, else it fails to be leadership. Leadership that ceases to grow is the saddest of all professional tragedies—a dismal dirge to its school community, dust and ashes to its own mouth.

But how does leadership grow? It grows in skill and judgment by the mastery of its own problems which it comes to recognize as opportunities to be capitalized for cooperative study. It grows in vision by standing aloof, in solitude, in reflection, on high places.

What are the high places? Books and travel are vantage points to some; graduate study to some; curriculum committee and professional organization service to some. It matters not so much which peak we climb. Each to his own liking so long as he climbs—for climb he must if he would gaze afar.

I have been asked—"Who is the better principal—he who works only in his own school, or he who works most for the principal's profession at large? I answer, "Neither." He who works in the valley of his own school and fails to scale the peaks is in danger of professional myopia, for his view is always the close view. To him the molehills become the mountains. He who dwells solely on the peaks loses the human touch, the skill, the judgment, that command a following. But he who labors happily

in the valley and now and again scales the peaks—there is the principal for you! Back to his valley he brings the far-flung vision of the world of things that are and the things that are to be. He is freed from the bondage of pettiness. His feet are on the ground but his head is in the clouds.

Leadership, management, growth. Which of these three think you is the greatest? Verily I say unto you, let not your hearts be troubled, for they are not three, but one.

Psychology Is for Teachers

A Prize-Winning Story

MARTHA LINDLEY HALL
Naramata, British Columbia

"I HATE you, Nan! Teaching in that swanky Steele School with all its up-to-dateness. I hear there's a model of it at the World's Fair . . . the finest ward building in the world . . . Venetian blinds . . . electric bells . . . and the children! Just how many millionaires' darlings have you? And the College Faculty's sparkling geniuses! Compare your lot to one teaching out at the Mines! Another riot last week-end. My days are spent in teaching the young idea NOT to shoot. Is it fair, I ask you, that one school should be blessed with so much money and brains?"

"Oh, we have our problems, too." And Nan thought of pitiable, little Violet, daughter of a *nouveau riche* diamond king, whose mother sent her to school not only in fine garments arrayed but so garnished with jewels that she would have been an irresistible temptation to kidnappers."

But public opinion in the 5th grade was acting as a brake on Violet's "out-of-placeness", as one of the children termed it. More important just now was Freddy, the bright and attractive son of Dr. Manchester, head of the Psychological Department at the College, and an enthusiastic exponent of the Recapitulation Theory which regarded childhood as genuine savagery.

Nan was enrolled in one of his extension classes. He frequently stopped her to ask after Freddy, for whom he felt extra concern since there was no mother to share responsibility. Spelling was still a serious subject, and he had been greatly pleased with Freddy's grades and complimented her on her success. "I had thought him hopeless," he said.

At first, Nan glowed at such references—now, they left her with a guilty feeling. Was Freddy putting something over on her? If so, he was doing it very cleverly. She recalled that intricate tattoo pattern that had appeared on the inside of his wrist yesterday. Had it a meaning? He wouldn't repeat it, of course. He'd try on something new. Yes, he'd bear watching.

"Did you ever," Nan asked the 5B teacher, "catch Freddy Manchester at cheating in spelling?"

"I never tried. Think I craved trouble with that red-headed mind reader of a father who thinks his child a paragon? He can look right through me and count my back-hair pins. Freddy's clever, but they don't come much lazier."

Nan wasn't craving trouble either, but she'd meet it if it came.

The January afternoon was clear and cold. The room was full of color. A window of blooming plants above the aquarium made a picture worthy of an artist. The spirits of all were in keeping. The ozone of a clear day in this high altitude, Nan thought, did much for both teacher and pupils.

At her desk, Nan re-read a note that Freddy had handed her at noon.

"Dear Miss Lawrence," it ran. "Please dismiss Freddy ten minutes early this afternoon. It is his birthday and I have promised to take him skating. The extra time will enable us to get an earlier Lakeside car and so add a half hour to our pleasure. May I thank you once more for your interest in Freddy. I am particularly pleased with his continued high marks in spelling.

Gratefully yours,
Edward G. Manchester."

Again! That spelling. . . .

"I wonder," thought Nan, "when that's coming to a show down. Something tells me that young man is getting away with too much."

The final period was devoted to spelling, being divided between study and written recitation. While the children worked quietly, Nan stood at the window picking dead leaves from the geraniums. A slight sound caused her to turn rather quickly. Freddy was placing his ruler with meticulous care along the edge of his desk.

"Ready for writing," said Nan. Desks were cleared for action. Almost unconsciously, Nan continued to watch Freddy. When, in the course of the lesson, he picked up the ruler and with studied indifference tapped it lightly against his knickers, then replaced it, other side up, she decided that it was her move.

On her way to the front of the room, she stopped at his desk, picked up the ruler, and said,

"Let me borrow this a minute, Freddy," and without waiting for an answer she carried it to her desk.

The lesson over, it still lacked fifteen minutes till closing time.

"Freddy," Nan said, "come with me to the teachers' room. The rest of you read your library books until I return."

In the teachers' room she faced a lad whose composure suggested

that he felt neither shame nor chagrin. . . . He glanced at the clock . . . then said respectfully,

"You read Father's note, Miss Lawrence? I should leave in five minutes."

"It will scarcely take that long to explain this ruler, Freddy. Just how long has this sort of thing been going on?"

"A long time, Miss Lawrence," he answered coolly; "I began it last year in Miss Rowe's room."

"But, Freddy, this is dishonest."

"Yes, Miss Lawrence."

"Do you realize that you are lying?"

"Yes, Miss Lawrence."

"What do you think your Father will say?"

"He won't mind in the least, Miss Lawrence."

"Freddy Manchester! How can you say that? Your father is exceptionally straightforward. I cannot imagine his lying about anything."

"No, Miss Lawrence, but he is grown up."

"I fail to understand your reasoning, Freddy."

"I'll not lie, either, when I am grown up."

"Nonsense! Lying boys are scarcely likely to make honest men."

"Oh, Miss Lawrence, excuse me, you are wrong. Father says we repeat the history of the race. Last year I stole . . . several times. I don't do that any more. This year I'm cheating, or as you call it, lying. I'll no doubt get over that soon."

Indeed you will, Freddy. The sooner the better." And Nan no longer tried to keep exasperation out of her voice. "You'll begin at once; back into the room and knuckle down to that spelling."

"But, Miss Lawrence . . ."

"Never mind . . . do as I say . . . *at once!*"

"But Father's taking me . . ."

"This is far more important than a skating party. Back you go!"

Nan dismissed the class, and Freddy with a flushed face and injured air, settled to his book. Nan sat at her desk marking papers, but her mind was elsewhere.

"After all," she thought, "his father is as much to blame as he is. He uses him as a sort of clinic to illustrate his theories . . . probably does it right before him. I hope this punishes him as much as it does Freddy . . . and me. I planned to go skating, too."

A door below came to with a bang, making a startling noise in the quiet building. Some one was coming up the steps, evidently taking two at a time. Then, an irate professor of psychology glared at Nan from the door-way.

"Miss Lawrence," he ejaculated, "I flattered myself that I could expect co-operation from you. I take my promises to my son seriously. . . . I suppose you have allowed some pedantic notion of discipline to spoil a birthday."

Nan wished she had delayed a bit in assisting Freddy along the upward trail of his ancestors. However, she managed with a little spirit and considerable dignity to say,

"If you don't mind, Dr. Manchester, we will discuss this in the office."

None too graciously, Dr. Manchester followed her down the hall.

"Well," he said, "if you have an explanation, let me hear it."

Before she had much more than begun the story of the cribbed spelling, she was interrupted with—

"Lack of imagination on your part. The boy was overanxious about catching the car and wanted to insure no delay. A birthday comes but once a year and it means much to a boy. Most boys cheat occasionally, Miss Lawrence."

"So Freddy informed me, and felt it would meet with your entire approval."

"What?"

In detail, Nan related Freddy's defence.

Dead silence. . . . Embarrassed grin. . . . And then—

"The Artful Dodger! . . . I heartily approve your action, Miss Lawrence, and I apologize for being so abrupt!"

"I think Freddy was quite sincere. He seemed to have thought it all out."

"He's pretty good at covering his laziness by rationalizing. It is well he should learn that he can't get away with it."

"But do you think it was entirely . . . .?

"His fault? No! . . . I shouldn't talk so much before him . . . and beyond him."

"Perhaps losing the half hour is sufficient punishment. . . . If you hurry you can get the 4:10 car . . . they have flood lights on the Lake now . . . you can stay as late as you wish. You are disappointed, too."

"I take back what I said about your imagination. Perhaps, Miss Lawrence . . . perhaps you will come along?"

Nan hesitated. . . . "There's that paper on the 'Recapitulation Theory Applied to Child Education' . . . It's due to-night . . . I ought to copy it."

"I'll credit you with extra laboratory work instead. Let's gather up that budding psychologist of mine and get along."

WINSHIPISMS

Scholarship may be petrified or crystallized, canned or kept in cold storage; education is always alive, is always in progressive action.

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The future of America and all her interests are in the hands of those who have the children in their care.

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You can never have public schools or public school teachers without tax money; and you can never have adequate tax money without public sentiment favoring it.

New Hampshire's "Spaulding High"

CARROLL W. PEAVEY
Headmaster, Spaulding High School
Rochester, New Hampshire

SPAULDING High School of Rochester, New Hampshire is one of the latest additions to New England's educational facilities. This million dollar plant was made possible through the generosity of the Spaulding families of Rochester and built with a grant and under specifications from the federal government. The total cost of the plant including site and equipment was just under $1,000,000, the Government contributing 45% while the city provided the site at a cost of $40,000.

This plant was designed to house a six-year high school population of 900 pupils. By multiple use of its laboratories and special rooms, it can accommodate, as the need arises, up to 1200. Colonial in architectural style, the building is constructed of red brick with cast stone trim and is fire-proof throughout. It is two stories in height all above ground and has a play area and athletic field of 30 acres.

There are twenty-three class rooms, five shops, and six laboratories for class work. In addition there are the auditorium and gymnasium, visual education room, music room, cafeteria, library, bicycle room, and locker and team rooms.

The ceilings throughout the plant are treated with acoustical tile while the floors of rubber and asphalt tile help to make the building unusually quiet. Ceramic and glazed tile are extensively used in the corridor walls, and the use of glass blocks in the upper walls of the corridors provides for borrowed light in the corridors from the classrooms.

The library is done in American walnut, will seat 150 students, and has shelf capacity for 7000 volumes. It has three conference rooms connected with it. The auditorium will seat 1000 and it is completely equipped with projection and sound. The gymnasium will seat 800 and has a dividing curtain so that two classes of physical education may be held simultaneously. In connection with the gymnasium are two team rooms not only for the use of visiting teams but also for community groups who plan to use the athletic facilities of the plant.

The cafeteria will accommodate 225 students at a time. Regular dinners are served from a modern kitchen in which both gas and electricity are used for food preparation. The kitchen and dish-washing room are done in stainless steel.

The domestic science department contains two laboratories, one for cooking and one for sewing, and in addition has a model suite of rooms, consisting of living room, dining room, bed room, and bath.

Features, which perhaps, are somewhat unusual are the public address system, the visual education room equipped with baloptican, projector, and micro-projector, the clinic, bicycle room, five large display windows in the corridors, music room with stage, and corridor lockers for storage of clothes and books.

The question may well be asked concerning the type of education which the children of Rochester are getting in this new educational plant. Are their needs being better served than before? Are they getting a better education as a result of the expenditure of all this money?

It should be noted first of all that the six-year school makes it possible for the children in grades seven and eight to enjoy these new facilities as well as those children in the upper grades. Formerly the seventh and eighth graders had no work in health, physical education, domestic science, natural science, art, and auditorium activities, and only a limited amount of work in manual training. This building makes it possible for them to enjoy all of these curriculum offerings now.

As a result, these children are going to stay in school longer, the challenge of vocational choices will face them sooner, and they are getting the contacts and experience in a large group which of necessity they missed in their separate grade rooms.

Secondly the gymnasium and its related rooms open up opportunities for work in health and physical education as regular component parts of the curriculum. All pupils in the school get regular work in this field now.

Moreover, a well equipped library properly utilized by the teachers should improve the quality as well as the quantity of learning. It is hoped that this feature will tend to discourage to a considerable degree the one-text-book method of teaching.

The importance of this new plant to an improved student government is obvious. The relationship between pride in their environment and their sense of responsibility for their own acts will encourage the students to make their student government a more vital force in their lives.

Finally a new school tends to build up the morale of any community. The patrons of this school are proud of it. They are interested in its activities and want to support them. They look to improved products of this school and in general they are willing to support it financially.

Maps and Map-Making

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AMONG the various methods of recording geographical locations and their relation to human activity, the map is undoubtedly the most important. One can hardly conceive of building or constructing something anywhere on the surface of the earth without first graphically superimposing a plan of it on a picture of its site, actual or symbolic. The relative locations of communities, transportation lines, rivers, and topographic features are unintelligible unless they are displayed in map form. Even the study of history is more easily understood if supplemented by maps.

The validity of the above assertions is particularly appreciated by the map makers who continually have to extend themselves to make available the graphic basis depicting the actual conditions and the changes that are continually being made. These changes are particularly numerous during this present period of international turmoil and strife. Many people feel that during intervals of relative peace and tranquillity the map maker can sit back and take it easy! This is far from true, for during such intervals man's constructive activities are at their height. Roads and railroads are being built, dams and reservoirs are constructed, and economic development is intensified. It is the map maker's task to record these facts just as graphically and comprehensively as he records the elimination of entire nations during periods of war and unrest.

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In making a map, the cartographer's first consideration is its purpose. If it is a map which is to be used in a school room for class discussion, it must conform with the requirements of the accepted educational curriculum. If it is to be for commercial use, the type used for names can be smaller than that on a school wall map. Furthermore, it must contain a larger number of designated locations, and transportation facilities must be shown in greater detail. If the map is to be used for clarifying an economic phase, its essential content may be simply a general physiographic outline with but few names. When the map is desired for navigational purposes, there are other factors which control its construction, and in this case the purpose of the map will control not only its content but the projection as well.

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After having determined the type of map he is going to make, the cartographer selects his projection. Here again there are numerous controlling factors which must be taken into consideration. As most people know, the only accurate map projection is a globe, and even here a small amount of distortion occurs due to the physical limitations of paper, printing plates, etc. Because of the fact that the earth is a sphere it is impossible to superimpose a picture of it on a plane surface without some distortion unless, of course, the section which is to be mapped is small in area, in which case distortion is not visible or measurable. An appreciation of this fact may be obtained when one peels an orange and flattens out the skin.

Some projections retain the characteristics of equal area—that is, a square inch in southern Africa will contain the same number of square miles as a square inch in northern Europe, on the same map. If the equal area elements are retained, however, it is usually done at some sacrifice of shape, particularly in the polar extremities of the map. For another map it may be desirable to retain the element of equal distance at a sacrifice of other properties, or it may be that true direction is a requisite. There are a large number of projections each having their individual advantages and disadvantages and it requires familarity with all of them on the part of the map maker to be able to make the best selection for the kind of map which he desires to construct.

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After the projection grid has been laid out on a sheet of drawing paper, the cartographer proceeds to draw in the physiographical features such as coast lines, rivers, and lakes. These are taken from up-to-date official hydrographic charts and topographic maps. In countries such as France or Germany where official military maps on a large scale and of exceedingly great accuracy are available, the base drawing presents no difficulty. In the United States, however, where only about fifty per cent of the country is officially mapped, the map maker finds it necessary to collect county maps, private survey sheets, forest maps, aerial photographs, and a mass of miscellaneous source material which he then analyses and selects from. With the exception of a few European sections, most of the world is rather inadequately mapped, and it is therefore necessary for the map makers to establish voluminous libraries of map literature in which to do their research. For example, the Rand McNally map library contains approximately 100,000 recent maps systematically classified and indexed.

After the base drawing has been completed, the task of adding cities, transportation routes, political boundaries, and miscellaneous places begins. This work is carried out by the older and more experienced cartographers for it requires a thorough knowledge of place and economic geography which can only be acquired after years of analysis, application, and experience. In addition to drawing upon his own wealth of knowledge the compiler must also consult the latest and most up-to-date geographical and economic handbooks of the area he is mapping because new developments which affect the geographical picture are constantly going on. The map library must therefore be supplemented with a collection of up-to-date statistical guides, census reports, descriptive handbooks, industrial reports, tourist guides, and other publications pertinent to the region of interest.

In selecting the cities for the map, size and economic or political importance are given prime consideration and their names are usually spelled in accordance with the official spellings of the country in which they are located. In cases where transliteration into the Latin alphabet is required, the official transliteration system adopted by the U. S. Geographic Board is employed. Where foreign cities have an anglicized name which is commonly used and which differs greatly from the local form, this name is also shown on the map adjacent to the true name. These practices in spelling foreign city names, begun by the Rand McNally Company in 1926, were so well received by the American public who had become increasingly interested in the international picture during the World War, that the Federal Government adopted the system a few years later.

There are many advantages in this method of correct spelling of city names, not least of which is the cultural. Prospective visitors to Florence or Leghorn in Italy will no longer be surprised when, on their arrival, they find the names Firenze and Livorno on the railroad station signs. Mail properly addressed will reach its destination faster if it does not have to be deciphered first. Furthermore, some foreign governments have actually passed laws requiring that mail matter addressed to places in other than the local form of spelling shall be returned to the sender.

Names of countries, however, do not follow the system used for city names. They are spelled in accordance with the spelling used and accepted by the U. S. Post Office Department, who are, of course, only interested in understanding the name of the foreign country to which mail is addressed.

In selecting the type for the names on the map great care is exercised in choosing styles that are legible and which harmonize. The position of the names is also all important for an unbalanced or poorly placed set of names can make a map so unattractive that no one wants to use it. For educational maps where legibility and clarity are so necessary, good typography is, of course, a prime requisite.

The last and final problem of the map maker is the color of the finished map. From the standpoint of legibility the ivory or yellow shades for the base with black or dark blue names are the best, black on yellow being one of the most legible color combinations. The popular choice, however, seems to trend toward contrasting colors, that is, varying tints for the different political divisions. For educational purposes authorities recommend the physical color scheme with different harmonizing tints for various altitude intervals and sharply contrasting color ribbons to indicate the political division lines. Plain black and white maps are exceedingly popular for business purposes for they permit the superimposition of additional data with colored pencils without materially interfering with legibility. The purpose of the map is undoubtedly the greatest controlling factor in determining its color scheme, so no specified rules for color selection can be set down. In one case sharp contrast is desirable; in another, harmony is the requsite.

In this present era of chaos in Europe, the map maker's watchfulness must be increased. He must keep in close touch with the situation and be ready to bring out a new edition at an instant's notice. At Rand McNally's the "possibility file" is highly organized, and their cartographers can get out a new edition in short order provided developments warrant it. The Company has a representative in Washington who keeps in close touch with the various embassies and obtains copies of official maps and papers dealing with the political or economic situations. As an example of the close coordination which exists, Rand McNally's had a map of Europe in the dealers' hands the day after the Sudeten change was consummated. The correction involved not only new boundary lines, but also changes in the spelling of a great many Czech town names into the German, Polish, and Hungarian forms.

People often ask whether we wait for official recognition by the U. S. Government before we show important political changes on our maps. The answer is "no." Rand McNally's recognize the existence of a new nation or a territorial change as soon as it has become a fact, accepted by the countries involved and unchallenged by outside forces. In the case of Czechoslovakia, the invasion and seizure was an accepted fact when the European war broke out. The new order was operating and the nations of the world had accepted it. In the case of Poland, however, a state of war still exists, an issue of which is its existence or destruction. Until the war is over no one can say what its fate will be. In the meantime, the map maker can only be patient and watch developments.

"If Only We Had Learned to Study!"

RANDALL R. PENHALE
Principal, Senior High School
Iron River, Michigan

I have just returned from a conference with a group of freshmen at a state university. With their midsemester grades before me, it was my job and privilege to analyze their scholastic difficulties. These, while not different from those discovered by other secondary school administrators, are important enough to record in the hope that they can be avoided, in whole or part, by schools in general. To do so, college preparatory courses of instruction need drastic modifications—if success in college is to be more certain. First, however, let me put to rest the fears of any who may feel that here again will support be given to the thesis that secondary schools exist solely to prepare students for college. With that assurance, shall we proceed?

Freshmen, not only those in the large university but also those in the small college, have urged me to incorporate courses in "how to study," because, they say, studying is *the* thing which they have not learned how to do. During high school days, students were too often content to "get by" with as little work as possible. Studying in high school meant "reading through" once or twice a teacher's textbook assignment, or solving only as many problems or translating as many paragraphs in a foreign language as were actually requested. Ordinarily secondary school pupils see no further than the "assignment"—the principles or purposes do not concern them!

Prospective college students, particularly in the second semester of their senior year, need to be given experience with the lecture system. Teach them the Harvard system of outlining in order that they may learn to think logically. Have them summarize your talks before the class in précis fashion. Better still, make this a requirement of every student when the school is to be visited by a guest speaker. If his topic has been along scientific lines, the resumés should be handed in to the teacher of chemistry, physics, or biology, if of a political nature then to a teacher of social science, etc. When an address has been of a varied or inspirational type, the English department should be asked to cooperate. Most of these summaries ought to be checked, of course, for grammar and rhetoric by senior English instructors. This means extra work for teachers, but the results achieved in college later should more than compensate for the efforts. One of the most beneficial results ought to be the development of an ability to listen attentively as contrasted with the passive attitude so common to high school audiences.

A teacher of English for ten years, I confess to a little personal pleasure in the willingness of college freshmen to admit the need for more intensive instruction in grammar and theme writing. In my conferences with them, they admit unreluctantly their sheer inability to write, let alone recognize, a sentence! Yet in high school the very thought of "grammar," particularly for those who need to think about it most, is nauseating. Now they come to me almost demanding that a course of grammar be made a requirement in the twelfth year. I agree. It is excellent background, they say, for themes, lecture summaries, laboratory reports. In high school English classes we often experience pangs of horror if we assign more than one theme per week. In their first year out of the home town, the college English teacher lays down a dictum of one each day the class meets, and the blow nearly staggers them. Punctuation rules were once the ban of their very daily existence. Once in college, freshmen see the need for our hammering away until they have mastered a few simple rules for the comma. To summarize, let it be said that regardless of what wrath may be engendered among high school seniors, grammar and theme writing are two items in the curriculum which need to be stressed vigorously. Students will object, but the time will come when they will thank you for your persistence, your long view of their needs, your unwillingness to give in to their snap judgment. At least that has been my experience.

These same freshmen in their visits with me this past Christmas season reiterated the need for the general raising of high school standards. This feeling is, of course, quite contrary to what they told me as high school seniors. Take the matter of the honor roll. If I had listened to their requests, a student might get his name on the honor roll with a "B" average. I have insisted all "B's or better." The NYA regulations are another example. Federal rulings are that a student must obtain passing grades in "at least three-fourths of his subjects." Our school has clung tenaciously to passing grades in all subjects.

Expressed in other words, there is every good reason, these college neophytes remind me, for school administrators to insist upon a good use of time. At present high school pupils waste half their time. These are not my words. College students admit it with scarcely a blush. They fritter away their time not only in school with pa-

ticipation in too many extracurricular activities but also in classroom discussion. Time and again an instructor is put to his wits' end to keep class discussion relevant to the topic at hand. Time was when personal illness, serious illness or death or marriage in the family, were the only legitimate absences. Today even parents approve absence to cut wood, or to see a friend in a neighboring town. Such illustrations bear out the tendencies of the age in which we live. Education has been made too accessible. There is a definite need for teachers to bear down and bear down hard lest we give added proof to the assumption that a high school is a place where teachers work for a living but never a place where boys and girls learn to live!

Accustomed to taking life easily, freshmen naturally fall into bad habits in college. The adjustment to new teachers, books, methods of instruction, fraternities and sororities, dormitory freedom, big time athletics, and other features is all too tremendous. Anyone who is the least inclined to loaf certainly has the opportunity—and many do—only to come home on the traditional "sore-eye special." after four or five months in college, most college "men" and "women" discover that colleges after all really are institutions of higher learning, places where good grades count, that social activities must not obsess their lives even at the risk of not being a good fellow if not for the better reason that they are a drain on the pocketbook. These things can not be told to prospective college students. The details they must learn for themselves. High schools can inculcate the desire for and appreciation of a high type of learning achievement, for doing a job well—attitudes or dispositions which will bear much fruit in subsequent years.

What we have said here has been expressed with the high school-college relationship primarily in mind. It is equally true of the high school-business or -industry relationship, or even the high school-preparation for life relationship.

"Go Slow" or "Go Slowly"?

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LANGUAGE is not simply a vast collection of names for things. More especially, it is a *system*. It includes the various methods which the human race has worked out for putting ideas into relationship with each other. These are not merely means of expression; they are methods of thinking.

Every language has its own peculiar ways of changing the forms of words to express variations of meaning, or to show different kinds of relationship with other words in a sentence. Taken together, these methods of modification amount to a system which is characteristic of the language to which it belongs. One finds, to be sure, that the rules are not applied with absolute uniformity, but they nevertheless represent customs so thoroughly established that their observance is practically instinctive. The exceptions, moreover, can nearly always be quite reasonably explained; often they are rare or even solitary survivals of old speechways which have otherwise disappeared. Thus for English-speaking people the natural way of changing a noun from singular to plural is by adding *-s* to it, or *-es* if the word already happens to end in *-s*. Vestiges of other methods of declension which were once in vogue still appear in such plurals as *men*, *feet*, or *children*, as well as in *deer* or *sheep*. In very simple and familiar terms like these, old styles of inflection could subsist after they had ceased to be used regularly, as they had formerly been, for whole classes of words. The strength of our modern feeling that *-s* is the proper termination for a noun in the plural is indicated by the tendency of uninformed people to add it to some words which, though already plural in meaning, do not happen to end in *-s*. Thus one occasionally hears such illogical formations as "*datas*" or "*this data*", and the same phenomenon has produced our colloquial word *folks*.

Another example which may similarly illustrate the force of custom in language is the *-ly* with which we habitually end our adverbs. By adding this syllable to an adjective, we produce an adverb, and the process seems as thoroughly natural as the adding of *-s* to a noun to make it plural, or of *-ed* to a verb to make it express action in the past. This feeling which we have for *-ly* as the normal ending for *adverbs* is an interesting development in view of the fact that it was once quite as definitely thought of as an *adjective* suffix. It is a softened form of the old Anglo-Saxon ending *-lic*, pronounced as is our word *leek*. Originally an independent word, *lic* meant "body" or "form". Hence, in its use as a termination for adjectives, it signified "having the form of", or "like", whatever was represented by the noun to which it was added. From this meaning, in which the sense of the separate word *lic* is still apparent, it was

extended to include other sorts of connections. This shifting of relationship can be observed among the adjectives in *-ly* which we still employ. While *manly, womanly, saintly,* and *cowardly,* for instance, indicate that the persons to whom they are applied are "like" a man (i.e. a good or admirable man), a woman, a saint, or a coward, in such words as *earthly, bodily, daily,* or *monthly* the object modified is understood to be simply "of" or "belonging to" the earth, the body, the day, or the month.

In Anglo-Saxon, for the kind of expression which we think of as adverbial, the adjectives in *-lic* were put in the instrumental case, so that the suffix became *-lice,* the case-ending *e* being treated as a syllable and having the sound which we give it in the article *the* as pronounced when used unemphatically in ordinary conversation. So *manlice* may be translated by the phrase "in a manly way". Along with various other case-endings, this final *e* which marked the instrumental or adverbial construction of the adjective was lost in the general decline—or, as some would call it, the simplification—of the older language. As the suffix dwindled to *-li* or *ly,* the distinction in form which had shown the grammatical difference between *-lic* and *-lice* was obliterated. Since then the termination has seemed somehow to find its principal function as the sign of an adverb. A fair number of adjectives in *-ly* remain with us; they may be considered as relics of the former usage, analogous to the irregular plurals of nouns which still bear record of a time when plurals were commonly formed otherwise than by adding *s.* When we have occasion to compound *adjectives* now, however, the suffix which we naturally add is not *-ly* but *-like.*

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Yet not all of our adverbs end in *-ly,* and, from a historical point of view, it seems reasonable to expect that not all of them should do so. The "flat" adverbs, as they are sometimes called,—those which lack the *-ly* ending,— may remind us once more of irregular plurals, and of *adjectives* in *-ly,* in that these also are relics of a now forgotten system of declension. As appears clearly in our example of *manlice,* already cited, what made it grammatically an adverb in Anglo-Saxon was the instrumental ending *e.* But this ending was commonly added in Old English to adjectives which did not end in *-lic,* and it made them just as truly adverbial as the others. The adjective *hat,* for instance, (our *hot*) had for its corresponding adverb *hate.* With the general dropping off of unstressed final *e*'s, both adjective and adverb came to have the same form *hot,* and so we find them in Shakespeare. The fact that the adverbial form of this word is now very definitely established as *hotly*[1] shows how the feeling for *-ly* as the sign of the *adverb* has gained in strength since Elizabethan times.

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The case of *hotly* is typical of many others. When a method of inflection becomes the prevailing one, its application spreads easily to words which in the beginning had been handled quite differently. A number of verbs which in Old English were 'strong', like *sing, sang, sung,* or *drive, drove, driven,* now keep their vowels unchanged and express the past tense by *-ed* like the great majority of our verbs. The tendency of young children to use verb-forms like *buyed* or *seed* or *goed* gives a hint as to how far this development might extend if it were left to take its course unchecked, and children who have any feeling *at all* for *-ly* as the adverbial sign (they do not need to know the word "adverb" in order to *feel* the relationship) are likely to create an occasional *-ly* adverb not to be found in the dictionary.

Now, in view of the way in which so many adverbs formerly "flat" have long since acquired the *-ly* ending, one is led to wonder how it happened that some of the uninflected forms should nevertheless survive, as they still do. The truth seems to be that these exceptions would not have remained as they are, had there not been some positive reason to prevent each one of them from joining the larger group which had become 'regular'. In some cases the reason may be obscure, or the determining influence may have operated very subtly, but in others the persistence of the "flat" form is easy enough to account for. To notice a few common examples, we can plainly see why *high, low, near, hard, late, even,* and *still* do not take on the conventional *-ly.* To say, "He threw the ball *highly,*" would appear ridiculous, because *highly* is specialized in the figurative sense, "in a high degree"; one says that a dish is "highly seasoned", or that a report is "highly satisfactory". *Low* cannot be replaced by *lowly,* not only because the latter is essentially an adjective, but also because it suggests humility or inferior social rank; its proper sense appears in the phrase, "the meek and lowly." The adverb *nearly* connotes "almost" too strongly to supplant *near* in its literal sense of "within a short distance." *Hardly* has too definite a meaning of "barely" or "scarcely" to be used now instead of *hard* in such a sentence as "They worked hard," or "He fought hard." Comparison of the two statements, "We have been coming *late* in the afternoon," and "We have been coming *lately* in the afternoon," reveals a difference of ideas which is quite sufficient to keep *lately* from driving out *late. Even,* in the sense which it has in "even now", "even at the very end", or "He rises early even on Sundays," has a figurative quality distinct from any meaning of *evenly*: "They spread the cement evenly," or "The wall rose evenly all along the line." The rare word *stilly* almost inevitably reminds us of Thomas Moore's poem, "Oft in the stilly night"; in any ordinary context it would sound strange and artificial, and it seems to have a flavor which we desire to avoid—perhaps because of its accidental resemblance to *silly.* It is clear,

therefore, so far as the adverbs in this list are concerned, that there are obstructions in the way of assimilation in the *-ly* group. More or less similar explanations will be found in the case of others of the sort. Apparently we have good grounds for supposing that probably all such uninflected adverbs would otherwise have been drawn into the regular class.

There comes to mind, however, a conspicuous example in which no such differentiation exists: the adverbs *slow* and *slowly* have exactly the same meaning. Since the form *slowly* has not become specialized in any peculiar sense, analogous to that of *highly*, *hardly*, or *lately*, there would seem to be nothing to prevent it from supplanting *slow* in adverbial use. To some extent, indeed, this result appears to have taken place, and in most contexts *slow*, as an adverb, will hardly sound quite right to the ear of a person who has developed any very definite feeling for correctness in expression. Yet here the influence of grammarians and etymologists has probably counteracted somewhat the natural evolution of our language. Distinguished authorities have defended the uninflected adverbs as "an ancient and dignified part of our language," and have declared that "the pedantry which discountenances them is not to be encouraged."[2] To people who find satisfaction in rebelling against what they take to be arbitrary rules of grammar, *slow* has been, for obvious reasons, a favorite example for demonstrating the historical respectability of "flat" adverbs. One has the impression that some actually cultivate the substitution of *slow* where they might be instinctively inclined to say *slowly*. Mr. Fowler admits with an air of regret "the encroachments of *-ly*," but assures us that "*slow* maintains itself as at least an idiomatic possibility under some conditions."

It is, of course, undeniable that the adverb *slow* resulted naturally from the dropping of the unemphatic final syllable of the Old English instrumental *slowe*, and that its usage was long taken for granted. It should doubtless be regarded as a survival, not a corruption. But it is equally true that this usage was characteristic of an age whose point of view in such matters was necessarily different from our own, because *-ly* was not yet recognized as the typical ending for adverbs. At the present time, therefore, deliberate insistence upon the older form begins to savor of archaism, and is really rather pedantic. Meanwhile exceptional idioms may persist here and there in the language for various reasons. Perhaps, for instance, the injunction, "*Go slow*," will retain a permanent position as both natural and correct. If it does, however, the plausible explanation will be not so much a continuing respect for ancient forms as the satisfying sound produced by coupling two monosyllables which rime. At any rate, those who find *slow* more congenial than *slowly* will be obliged to make concessions. No one with any sense of correctness would say,

"The man spoke slow and careful,"

because it could not be pretended that *careful* is an adverb. To say,

"The man spoke slow and carefully,"

would seem to emphasize a quaint distinction, and would surely sound ridiculous. Inevitably, then, the sentence will be,

"The man spoke slowly and carefully."

So dominant, indeed, has become the feeling for the propriety of the *-ly* ending that it is even used in places where no adverb belongs at all. A common example is the expression, "She feels *badly*," which is justifiable only if one means that the person's sense of touch is defective. Verbs of this sort—*feel*, *look*, *smell*, *taste*, *sound*, and others,—commonly express a state of *being*, not an action; as copulative verbs, they are naturally followed by *adjectives* as attribute complements. Very likely the absurd locution, "feel *badly*", is partly brought about by the fact that *well* and *ill* are both adjectives and adverbs. Probably *well* is more often thought of as an adverb than as an adjective, and the fact that one is said to "feel *well*" may suggest by analogy the idea of "feeling *badly*."

Needless to say, such amusing attempts at correctness indicate no very clear understanding of grammar on the part of those who make them, but they bear testimony to the firmness with which the adverbial *-ly* has taken hold. Ungrammatical speakers, like the poor, we shall no doubt always have with us, and there will continue to be unnumbered thousands of careless, cheerful souls who say, "He works *regular*," or "He was hurt *bad*," just as they say, "He done it pretty good," "He don't do so bad," or "He sure got it easy." They will manifest the same obtuseness, the same indifference and insensibility to shades of meaning, in various other ways. So far as the standards of our language are concerned, these people are simply lagging a few centuries behind the times.

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[1] G. L. Kittredge and F. E. Farley, **An Advanced English Grammar**, Ginn (1913), page 85.

[2] J. B. Greenough and G. L. Kittredge, **Words and Their Ways in English Speech**, Macmillan (1916), page 199.

[3] H. W. Fowler, **A Dictionary of Modern English Usage**, Oxford (1927), page 542.

In periods of stress and gloom, it is easy to doubt; to become discouraged; to lose one's sense of balance; to narrow one's vision. It has ever been thus!

Civilization is a product of long continuing years—not of a day or even an age. It has its periods of progression and of retrogression.

It is in the periods of retrogression that Faith, Hope, and Charity must be strong; that Despair, Despondence, and Delusion must be cast aside.

To-day, when the world seems bent upon self-destruction, calls upon us for Thought, Judgment, Sanity, Consideration, Compassion, and Christianity. May we not fail it!—CLIFTON H. HOBSON.

Vocation Day at Taft, California

Students were aided in their choice of occupations by this project in which Kiwanis co-operated.

LEON REISMAN
Taft Union High School and Junior College

"GOSH!" exclaimed a bright-eyed student to his friend. "We really learned something today. Why can't we have a program like this every year?" They were walking thoughtfully home from the Vocation Day program November 21 at the Taft Union High School and Junior College.

These students were among the 1600 registered at the high school and junior college who participated in the vocation day activities sponsored by a joint committee of the faculty and the most active vocational guidance organization in the community, the Taft Kiwanis Club. The experience, according to Herman A. Buckner, deputy superintendent of the school, and chairman of the Kiwanis vocational committee, ascertained that "vocational guidance today is carried on by diverse agencies in each community and it is evidently necessary for economy of effort that these agencies should be informed of what the schools are doing and that the schools should be well aware of what the community service organizations are doing in this field."

The students during the day had seen 130 vocational experts visit the school campus. They knew that 103 vocation conferences covering 66 different vocations had been held. Each student had himself attended three sections of his own choice. They had "learned something,"—and they knew it.

For here was a program where "what shall I do after I graduate?" —the recurrent problem of each student generation—furnished the motivation. And if at the end of the day students and speakers were a bit exhausted from the eager barrage of questions and the impact of a burning student curiosity, they were also profoundly grateful, —the adult guests because of a revitalized conception of their work; the students because a picture of the future, glowingly alive, had for the moment been held up for them all to see.

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They were grateful, first, to the Kiwanis vocational guidance committee. It was this committee which last May had arranged a tour of the school campus for the entire Kiwanis membership during Public Schools Week. School buses had transported the visitors to the campus while school was in session, and girl students found a receptive audience as they guided guests to campus points of interest.

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The visitors on this Vocation Day in November discovered that this small southern California oil community of 15,000 persons where a typically mild autumn and spring may be followed by a midsummer sun baking the parched and derrick-covered hills to a temperature of 130 degrees, boasts a school plant, exclusive of land, furniture, or equipment, valued at $1,500,000; that the high school district is one of the wealthiest in the rich state of California.

To this committee the students are grateful; and grateful, too, are they to the local school board headed by Frank Dickson who, through Superintendent Stanford Hannah, placed the resources of the institution at the disposal of the combined faculty-Kiwanis guidance committee. The Vocational Day program began simply; behind it lay a long and complicated preparation. From a list of some 130 vocations discussed with the students by teachers, counselors, and parents, each student finally chose five. A faculty committee, headed by Grace E. Harris, director of guidance, scheduled each student to three vocational conferences, attempting, whenever feasible, to select the first three choices of the student.

With each pupil in possession of his program card carrying information about the speakers and conferences he was to attend, the day's program began at two general meetings. Junior college students, and high school seniors and juniors heard Dr. Rufus B. von KleinSmid, president of the University of Southern California, address them on "How to Choose a Vocation." Eighth, ninth, and tenth year students heard an inspirational vocations lecture and sound film by Major W. A. Cryderman, formerly Kiwanis governor of Washington, and at present associated with the National Schools, Los Angeles.

Vocational conferences followed immediately after the general assemblies. Student chairmen presided over each section, escorting the guest speakers to the conference meeting and leading the discussion. Speakers were asked to cover the following points: the status of the occupation (Is it necessary? What are the opportunities now or in the future? What is the social standing of the occupation?); preparation (How much school training, apprenticeship, or experience is needed? How does one get a job?); nature of work (Group or individual, physical or mental, inside or outside, duties and promotions?); remuneration (Daily, monthly, or annual salary? Overtime, deductions, or discounts? Insurance provisions and compensations?); working conditions (Working hours, holidays, vacations, seasonal fluctuations, occupa-

tional diseases, labor or professional organizations?). The approximate division of time in each section was one-third to the speaker's survey of his field, and two-thirds to student discussion and questions.

Occupational conferences were offered in the following fields: accountant, actor, aeronautical engineer, air conditioning engineer, airplane pilot, architect, author, auto mechanic, beauty operator, buyer, carpenter, cashier, chemist, civil engineer, commercial artist, costume designer.

Criminologist, dentist, diesel engineer, electrician, farmer, fish and game warden, florist, forester, geologist, highway patrol, hostess, illustrator, interior decorator, laboratory technician, lawyer, librarian, nurse, oil well driller, oil well pumper, petroleum engineer.

Photographer, radio announcer, radio technician, railroad engineer, recreational leader, sailor, salesman, secretary, soda jerker, stenographer, teacher of English, teacher of grades, teacher of high school, teacher of physical education, telegraph operator, veterinarian, waiter, waitress, welder, and window decorator.

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Community response to the appeal for speakers, after the service organization, headed by President Dick Casey, had pointed the way, was overwhelming. Leaders in every business and professional field willingly gave their time to promote this program. The United States Forestry Department, the California Trustees Association, the University of Southern California, the county hospital, county sheriff's office, airplane factories, banks, newspapers, engineering, and secretarial schools, and dozens of other institutions cooperated in this typically American venture to assist young people in adjusting themselves to the lives they expect to lead.

A regular Kiwanis luncheon for speakers, faculty members, and guests of the Kiwanis Club was held that day at the high school banquet room. Leo B. Hart, County Superintendent of Schools, Florence Porter, secretary of the California Trustees' Association, and Richard Casey, president of the Taft Kiwanis Club, were honored guests.

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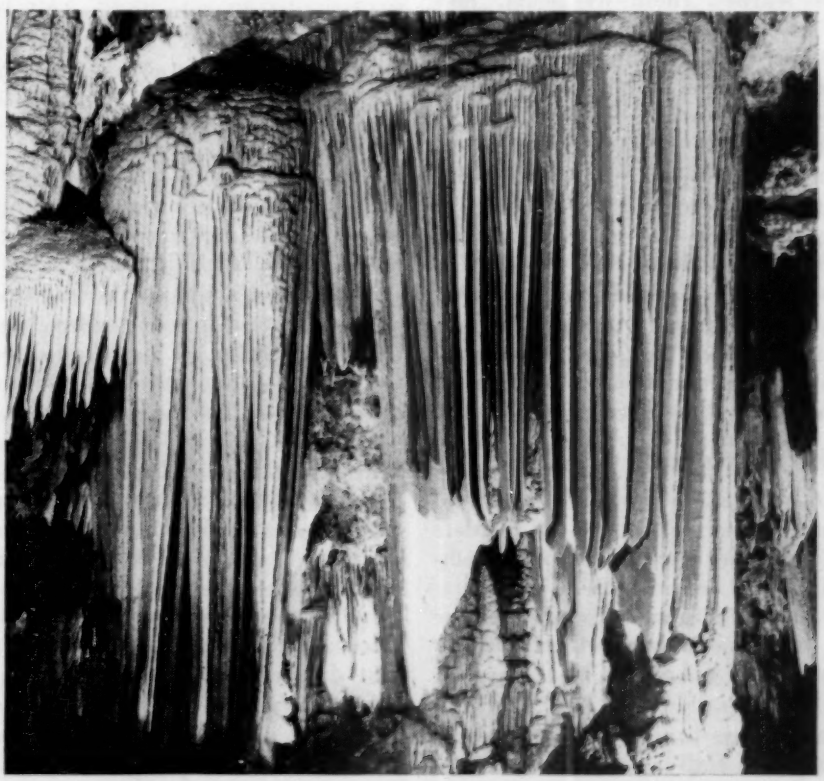
The school guidance program is carried on by a staff of nineteen counselors, or a counselor for about every 80 students.

Although aptitude tests indicate certain vocational inclinations, the final vocational decision must be made under the student's own initiative, and vocational day, more than supplementing the occupational data which counselors made available to students, stimulated each student to make his own vocational choice.

Evaluation sheets of the day's program submitted to students revealed that 26.8% were doubtful about following certain vocations after the day's meetings, while 44.8% felt confirmed in their original selection. Over ninety-five percent of the students answered "yes" to the question: Shall we have a vocation day next year? As a faculty member of the junior college put it while attending the luncheon that day, "I attended three vocational conferences. I felt the air crackle with youthful enthusiasm and interest. I saw a sparkle of real joy light the eye of a young man who has been plodding and listless for a month. I saw a business man, usually matter-of-fact and serious, grinning from ear to ear in pure delight, trying to answer questions amidst a forest of hands. I saw that we teachers were superfluous that day. For here was an ideal teaching situation: students were learning what they really wanted to know. They were glad to be in school!"



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Classroom Clinic

By GARRY CLEVELAND MYERS, PH. D.

The Counting Habit

Q.—In your column will you suggest a good way to cure a child of the "counting habit" in addition or subtraction.

A.—I would avoid all speed exercises, such as flash cards, in connection with numbers; create an atmosphere of calmness in the classroom. Have those children of the class who know all the 100 addition facts and the 100 subtraction facts without having to count any, make learning cards of the addition facts in one group and the subtraction facts in the other. There will be far less confusion to the child if they are not mixed. The card should have the whole fact, as 8 under 9, a line under that with 17 beneath the line. Also these facts should be displayed (large) on the walls.

Have each child who counts, study, at a sitting, four of five of these addition facts, say, until he has learned them by heart, just as he would learn the spelling of *biscuit*. The important thing is for the child not to hurry, nor guess, nor answer wrong. Always when in doubt he should, with good conscience, look at the whole number fact to make sure he gets it right. Once the child who had trouble sees how easy the job is and how few the facts to be learned really are, he will take heart and gain rapidly. Some children suppose there must be a million of them. I remember when I did.

The Disturbing Element

Q.—If a teacher feels sure she must punish a child who persists in annoying his class, what punishment may be most effective?

A.—Assignment of the offender to sit alone doing nothing in the rear of the room, not allowing him to participate in the work of the class. This procedure indicates to him that conforming to the ways of the group is a privilege. If such offense continues, the teacher should try to find out what is back of his behavior.

Weak in Verbal Problems

Q.—Why is it that one of my pupils who does very well in the fundamental operations (abstract work), fails in verbal problems in arithmetic?

A.—The child may be a poor or careless reader. More often than not such a child is in great haste to begin to manipulate the numbers before he has carefully read the problem. Some harum-scarum children will merely glance from one number to another, without reading the problem at all, and guess that it is an add, subtract, multiply or "guzinta" problem, going at it pell-mell without reflection. With verbal problems as with abstract ones, emotional comfort and poise are essential for success, as a rule.

The Slower Brother

Q.—If you had a pupil (in any grade) who was almost or entirely failing, and that child had a younger brother or sister excelling at school, what would you do to help the failing child?

A.—I should take special pains to help this child enjoy more success at school and in some way feel more worth while there. I certainly should avoid comparing this child unfavorably with the brighter brother or sister. I also should see the child's parents and advise never to rebuke the slower child for his poor grades, nor to remind him of the excellence of the brother or sister, but to play up those traits and achievements in which this slower child rates high. A skillful teacher who knows how to win cooperation of the home is often able to save a child from a vast deal of needless suffering.

Sometimes a teacher is tempted to remind a lagging child of a brother or sister who excelled when in the same grade. This is about the most cruel and destructive thing any teacher can do. Don't do it.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Communism in Action

COMMUNISM has a mission; namely, communizing the world. It is primarily an international movement. More than this, communism has a method—shrewd, under-handed, persistent. It capitalizes misfortune to create unrest, hate, sedition; it bores and probes from within until the social structure becomes a hollow shell and collapses. The major objective of communism is world revolution—the destruction of society in every nation.

Russia is the foremost communistic state; it is the leader in the movement to upset world culture; it is the brazen, uncouth government that has the effrontery to attempt to foist its unnatural, anti-Christian philosophy upon free, enlightened America.

Let's look at some of the statements of leading socialists and communists—the difference between the movements they represent being only one, namely, communism is the left wing of socialism: Karl Marx—"Abolition of religion is necessary for the happiness of the people"; Liebnecht, "It is our duty to wipe out faith in God with all our might"; A.B.C. of Communism, "Religion and communism are incompatible."

Now we had better go a step further and enumerate some of the original changes effectuated in Russia by the new order: (1) laws legalizing private ownership of property were abrogated. Possession of factories, stores, tools, mines, dwellings and much of the land reverted to the state; (2) private enterprises were abolished. The individual was forced to work for the state and in return received his food, clothing and shelter from it. His reward generally was black bread, shoddy clothing and a two-room shack for the entire family; (3) Christianity gradually was

stamped out; (4) economic life was placed under control of the state planning commissar: the amount of wheat to be sown; the number of trees to be cut; the number of students who can enter college.

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Wherever Communism has been tried on a large scale it has failed within a short time: Owenism, the Fourier experiment and various American attempts based upon the Icarion Utopian plan. And now in our day the greatest of all communist experiments has collapsed, namely, the Russian.

These results justify that premise: one concession after another is being made to capital; Christianity is receiving a new recognition; a dictator is required to preserve the government; labor discipline has declined; housing conditions are worse than they have ever been; unemployment has reached its all-time peak; the status of women and children is more degrading than in any other country; railroad accidents have increased from 9,900 to 17,000 over a five-year period.

This is all to be expected; it is wholly natural. Communism always has failed, it always will fail, because it attempts to level society downwards: it regards intelligence, ingenuity, alertness, individuality, the soul of man as liabilities. Still, America innocently and childishly is laying itself open to communistic incursion—and those who are reputedly most intelligent often are the most gullible.

Communist propaganda, like all other, is so deceptive that many most actively engaged in spreading it are wholly innocent of the role they are playing. Like Judas sheep they lead to destruction but know it not.

For my part I wouldn't exchange America for a universe of Russias, would you? Then we had better watch our step before it becomes a lock-step.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

A Critique of Criticism

As I sat in a class today I was reminded of the story of a boy who went down to Yale University. The young man had a good father —honest, industrious, temperate. The boy admired his father immensely but he never could get a word of approval from him. The man did not believe in praising his son; he thought that words of commendation would make him conceited.

How the young man hungered for a word of approbation from his dad!

On his way to Yale he resolved that he would do so well in his college work that his father couldn't help praising him. The first year he studied hard, even imperiling his health. His efforts were crowned with great success; in fact, there was only one man in his whole class that excelled him.

The boy hurried home to his father. "Dad," he cried, "I am next to the top of my class."

"Next to the top," replied the father coolly. "Why aren't you at the top?"

The boy was cut to the quick but he was made of good stuff. He said to himself, "I will show him next time."

He came home at the end of his sophomore year in great excitement and exclaimed, "Father, I am at the top of my class."

The man looked at his son cynically. "At the top of your class, are you?" he muttered. "Huh, that doesn't speak very well for the rest of those fellows down there at Yale. I almost wish that I had sent you to Harvard."

The schools, if possible, often outdo the home in being critical. Many of us teachers seem to think that it is our chief task to find and point out what is wrong. We "mark the mistakes."

One great trouble with criticism is that it increases so rapidly with the using. It grows naturally like any other bad habit. Besides, it grows from necessity; young people who are constantly criticised gradually become immune and parents and teachers have to keep handing out larger and stronger doses to get any attention or results.

For many years I have observed the effect of criticism upon a child. Constant, severe criticism will inevitably do one of two things. It will destroy a child's confidence, making him so discouraged that he won't try and give him permanently what is commonly called an inferiority complex. Or, criticism will produce in the child a spirit of independence and rebellion, which will result in a defiance of home and school authority. This latter effect may be a good sign. It shows that the child is high spirited and resourceful. Such a young person may turn out all right provided he escapes soon enough from the atmosphere of criticism and gets in contact with helpful influences.

There is one thing that criticism will never do. It never will develop within the child the spirit of friendly cooperation which is so much to be desired in the home and in the school and which is so indispensable for success in our highly organized modern life.

Some will ask this question: "Don't we have to criticise when a child makes mistakes? How are we going to correct unless we criticise?"

The answer is clearly this: "There is in every child, there is in every home and school situation in which children are concerned, some good. It is our part as parents and teachers to find this good and build upon it. If we do this, the shortcomings and errors of the children gradually will disappear."

Educational Horizons

By RANDALL R. PENHALE
Principal, Senior High School, Iron River, Michigan

THE problem of school finance is an annual one. Lacking money with which to hire a sufficient number of high school teachers, New York City has been forced to overcrowd classes—a condition which is definitely detrimental to individual pupils. Out of a total of 35,968 classes, it reports 13,740 classes with as many as 39 students each; 7,588 up to 44 pupils; 1,268 classes range in size from 45-50; and 481 classes have 50 or more students. If the optimum size is 35 pupils, more than two-thirds of New York City's schools are thus unable to teach efficiently . . . A midwestern example is the writer's neighboring state of Wisconsin. Phillip H. Falk, superintendent of Madison public schools, only recently stated, "Wisconsin's tax system must be revised in order to take the squeeze off schools." One suggested remedy was to reduce the 7,500 local school districts to 2,000. The state university shares the anxiety with the public schools. President Clarence A. Dykstra, having made every economy possible, now faces the need for salary cuts, and when the latter take place, a general exodus of faculty is expected. "And unless the trend is changed and changed quickly", Dr. Edward Ainsworth Ross, Wisconsin's world famous sociologist, declares "Wisconsin will be a second rate university in five years!" . . .

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Michigan, too, is in the throes of a financial battle. This writer's own country has submitted a formal protest to Dr. Eugene B. Elliott, Michigan state superintendent of public instruction, against a 17 per cent reduction in equalization and primary aid. Hardest hit are schools in the Upper Peninsula, many of which were cut to the bone by a 15-mill tax limitation amendment only a few years ago. The only alternative left is reduction of the school year to a mere nine months, below which they can not go lest they go without all state aid the following year . . . In the far West, the picture is rosier. Faculty members of Stanford University are to receive 100 per cent of their scheduled salaries effective in 1940-41. Dr. R. L. Wilbur, president, declared that he and the trustees "feel the maintenance of the faculty is a primary job."

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No personality in the educational world in the last century has been more praised, blamed, criticized, and defended than Bertrand Russell. Barred from the professorship once opened to him at the College of the City of New York, Russell will nevertheless lecture at Harvard, despite many protests against this free-thinking English mathematician and philosopher.

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With high school and college commencements just a few weeks ahead, many who would under normal times plan trips abroad as a means of broadening their educational horizons will this summer confine themselves to seeing America or attend summer sessions.

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The Second International Congress of Professors of Ibero-American Literature at Los Angeles campus of the University of California on August 12 to 17, 1940, will doubtlessly be more of an attraction this year than ever before. Present indications are that some 200 or more professors in Latin American literature from almost as many areas in Central and South America as well as the United States will participate.

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Perhaps it is too late to make many changes in the current year's high school social science courses, but not too early to plan for 1940-41. We refer to the inclusion in the departmental budgets, if not already provided for, of extensive reading materials, particularly daily newspapers, periodicals, government bulletins which can be made readily accessible for class use. In times of world crisis, it is imperative that pupils be kept abreast of the times. Many schools find much helpful material in newspapers like the Sunday editions of the New York Times, The Christian Science Monitor, news magazines like Time, News Week, and publications of the American Education Press. Requests to the various government bureaus bring immediate response. Pamphlets issued by the Public Affairs Committee are splendid supplementary material. A subsidy of some $46,000 for 1940 has been granted by the Alfred P. Sloan Foundation.

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Never before has this writer been deluged with so much evidence of vocational guidance courses, innovations, experiments as in the past month. A letter from Superintendent Frank L. Irwin of Stafford, Kansas, is typical of what is being attempted. A one year elective course called "Business Pre-vue" was first offered to seniors, and was taught by 36 different teachers, each one directing the class for one week. The seniors elected the teachers out of a long list representing all of the trades and occupations in the community. The course this year is slightly modified in that it provides for each senior to choose some business place in Stafford in which he must work one hour per day. The entire class meets with the instructor on Friday for general discussion. Perhaps the most outstanding value of the course, writes Mr. Irwin, is that they are receiving practical information and gaining much confidence in themselves.

The News Digest SECTION

New Tests Devised For School Heads

NEW YORK.—A merit system for the selection of high school principals, assistant superintendents and other officials has been agreed upon by the Boards of Superintendents and Examiners. Under the plan, cooperation will replace independent action of the two boards in the selection of candidates.

In the past, principals were required only to pass a qualifying examination, and it was not necessary for them to enter the competitive class to obtain licenses from the examiners. The assistant superintendents were chosen by the Board of Superintendents without formal examination.

The Board of Superintendents, in the past, claimed an exclusive right to select principals and assistant superintendents, while the examiners have contended it was their right to conduct examinations. Out of this situation some confusing procedure resulted when the examiners denied licenses to certain candidates approved by the superintendents.

The new plan, it was said, is experimental and subject to change. It represents a compromise on the previous independent stand of both boards.

A. A. S. A. Selects Atlantic City

WASHINGTON, *D. C.*—The 1941 meeting of the American Association of School Administrators of the N.E.A. will be held at Atlantic City, New Jersey, February 22-27.

Paul Rehmus Goes To Lakewood, Ohio

GROSSE POINTE, MICH.—Paul A. Rehmus, principal of Grosse Pointe High School for the last three years, has been named principal of the high school at Lakewood, O., a suburb of Cleveland. The school has 2,800 students.

Before coming to Grosse Pointe, Rehmus was principal of Battle Creek High School.

AMERICAN HIGH SCHOOLS URGED TO SHIFT PLANS TO AID YOUTH

CHICAGO.—A reorganization of the program of high school studies to give more boys and girls a better preparation for occupations when they leave school would go a long way toward solving the whole youth problem, members of the North Central Association were told here recently.

The members of the Association who set up a kind of measuring rod for 3,000 high schools and 300 colleges and universities in 20 states found their job of setting up high school standards holds a close relationship with the problem of fitting young people into their life work.

"The youth problem is not entirely an emergency problem born of the depression," declared Rall I. Grigsby, Educational and Technical Consultant in Curriculum Problems in the United States Office of Education.

Moreover, he pointed out, secondary schools could contribute to the solution by "reorganizing their curricula to meet the needs of all youth between the ages of 14 and 20." He reminded the school executives that in the United States today there are approximately 10,000,000 young people between the ages of 14 and 18. About 6,500,000 of these are in high schools, he said. Half of these drop out before graduation. About 1,000,000 graduate each year and of these, he estimated, perhaps 30 per cent go on to college.

It is the 6,500,000 pupils trying to go through high school that educators should be concerning themselves about, Mr. Grigsby emphasized. A large number of recent studies, he said, have served to underline the importance of appropriate vocational education as a responsibility of the secondary school.

Read "10 Little Books" Advises Purdue President

LAFAYETTE, IND.—President E. C. Elliott of Purdue University recently recommended that all Purdue students read "ten little books," as follows:

Malthus, "The Principle of Population."

Turner, "The Significance of the Frontier in American History."

Coit, "Is Civilization a Disease?"

Eliot, "The Conflict between Individualism and Collectivism in a Democracy."

Shaw, "Socialism and Superior Brains."

Jordan, "The Blood of the Nation."

Winship, "Jukes-Edwards."*

Emerson, "One Education."

Newman, "On University Education."

Cicero, "De Amicitia."

* A. E. Winship's Jukes Edwards republished under title "Heredity." New England Publishing Co., 6 Park Street, Boston. $1.00 postpaid.

Merit System Used in Bay State

BOSTON. — Installation of a new merit system for certain school employees, which is designed "to lift them above the grave danger of politics," was announced recently by State Commissioner of Education Walter F. Downey in an address before the Women's Republican Club.

Between 400 and 500 school employees, including teachers in the State Teachers Colleges, principals of trade schools and others of similar important rank, not under the regular state civil service, are included in the new plan, the Commissioner said.

He asserted the plan ended the previous threat of political consideration influencing appointments to these positions, and stated he believed it would act to assure improved personnel.

He said between 20 and 30 appointments have already been made under the new plan.

END OF ALL GRADES PLANNED IN NEW ROCHELLE SCHOOL

NEW ROCHELLE, N. Y. — A new progressive educational plan that would abolish all grades at Trinity Elementary School, oldest public school in this city, and cause the 580 pupils there to be divided into unlabeled classes strictly according to each child's scholastic achievement and social and physical maturity, was proposed recently by school officials.

Regardless of whether a child had attended grammar school one year or seven, he would be assigned to a class performing work best suited to his capacities, thus giving to a teacher a group of children having, as nearly as possible, identical ability, Dr. Ralph Walter, principal of the school, explained. Backward children would no longer retard a class and children of unusual aptitude would not be kept from going ahead, he added.

The classes would be identified only by the names of teachers, Dr. Walter said. To be graduated and enter high school a student would have to get satisfactory marks in achievements and general maturity, but a child of more than 13 years—the average age for graduation—might be graduated without having studied in the most advanced class, Dr. Walter said.

Endorsed by three units of the Parent-Teacher Association of Trinity School, the plan awaits final approval of Dr. Herold C. Hunt, Superintendent of Schools, and the Board of Education to be made operative in June for a one-month test. Dr. Walter said Los Angeles, Calif., had used a somewhat similar system with success, but no other city had tried it. He has worked two years on the arrangement.

Dr. Walter said the school would have twenty-two teachers next year under the old system, and that the new arrangement would require only twenty-one because all classes could be of equal size and unusually small classes would not exist.

E. W. Butterfield

BLOOMFIELD, CONN.—Dr. Ernest W. Butterfield, one of the Contributing Editors of the JOURNAL OF EDUCATION died April 28th, at the age of sixty-five. Dr. Butterfield had recently undergone an operation which terminated in pneumonia.

Following his graduation from Dartmouth College, 1897, Dr. Butterfield served as high school principal in Bethlehem and Laconia, New Hampshire, and Groveland, Massachusetts, and as Superintendent of Schools in Dover, New Hampshire. He was State Commissioner of Education of New Hampshire from 1917 to 1930 and Commissioner of Education of Connecticut from 1930 to 1938. He was a past president of the New England Superintendents' Association and a past president of the National Council of Chief State School Officers. During the summer of 1939 he served on the summer faculty at Bates College and was looking forward to doing the same this summer.

Dr. Butterfield throughout his life was a deeply religious man, having served as deacon and on the governing board of several Congregational Churches. He was a prolific writer on educational subjects and as secretary of the Dartmouth class of 1897 his letters in the Dartmouth Alumni Magazine have been classics. He was much in demand as a public speaker and had spoken and lectured in practically every state in the union. His friendly manner and understanding nature won him the favor of teachers and pupils everywhere.—R.C.J.

Kansas School Head Uses Remote Control

COFFEYVILLE, KANS. — The little matter of completing work for a doctor's degree at Leland Stanford University in Palo Alto, Calif., didn't interfere with the official duties of Superintendent of Schools Kenneth W. McFarland.

He bridged the 1,500 miles by using shortwave radio. The School Board reported the remote control proved satisfactory.

Planning for Art Week

LOWELL, MASS.—John E. Wolcott, Principal, Greenhalge School, has been appointed Chairman for Massachusetts of the American Artists Professional League. The League includes art teachers. It announces that art directors should begin to plan now for annual American Art Week, Nov. 1 to Nov. 7. If suggestions are desired write to Director of Art Week, Miss Grace Hackett, 1991 Center St., West Roxbury, Mass., or to John G. Wolcott, Lowell, Mass.

Kuntzleman to Sunbury, Pa.

SUNBURY, PA.—Dr. Oliver Charles Kuntzleman has been elected superintendent of Sunbury Schools. He will take over his duties on July 1, 1940.

New Geometry System for Schools

CAMBRIDGE, MASS.—A new system of geometry that starts where Euclid left off 2200 years ago has had such success after a seven-year trial at Newton High School that Prof. Ralph Beatley of Harvard predicted its general use soon in high schools throughout the country.

Euclid said, in effect, that "through a point not on a line, there is one and only one parallel to the given line." There was no proof; he assumed the idea of parallelism, took it for granted. He also took for granted the idea of equality, and from the two ideas he built up definite proof for other concepts such as similarity and proportion.

The new system takes for granted the ideas of equality and proportion, and then proves the proposition of parallels. Prof. Beatley, who adapted for classroom use a plan devised by Prof. George D. Birkhoff of Harvard, said the system was more condensed than the usual high school course and contained a "shrewder" arrangement of mathematical theorems.

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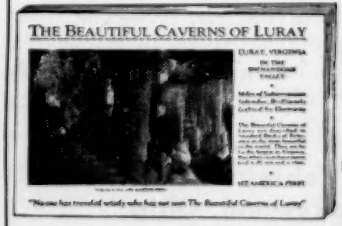

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Eleventh Conference At Peabody College

NASHVILLE, TENN.—The Eleventh Annual School Administrators' Conference at Peabody College will take the nature of a School Administration Clinic. It will be held June 18, 19, and 20. City and county superintendents, high-school and elementary-school principals, supervisors of instruction, officials in state departments of education, and other types of school executives in elementary and secondary schools are invited to mail immediately to Dennis H. Cooke or Ray L. Hamon a brief statement of several of the administrative problems on which they would like some help at this clinic. These problems will be studied and discussed at the clinic by authorities in and students of school administration. School officers are urged to attend the clinic and participate in the study and discussions of their problems. There will be a large number of exhibits of school, equipment, textbooks, and supplies. No fee is charged for attending or participating in this clinic.

Wellesley's Social Institute

WELLESLEY, MASS.—"Building Democracy" is the theme for the Summer Institute for Social Progress to be held July 6th to 29th at Wellesley College. Lectures and discussions on economic and political issues. Open to men and women of all vocations. Write for program to Dorothy P. Hill, Director, Wellesley, Mass.

NEW ASSOCIATION OF EXAMINERS FORMED FOR TESTING TEACHERS

WASHINGTON.—For the first time in the history of American education, a nation-wide organization of boards of examiners and other teacher-testing agencies has been formed. Although still in a temporary state, the association envisages a far-reaching program for the general improvement of school examinations.

Recently representatives of eight school systems — Baltimore, Boston, Detroit, District of Columbia, New York City, Philadelphia, Pittsburgh and Providence—assembled in conference here to consider the practicability of establishing a closer bond between the various boards of examiners. The idea, which originated with Dr. Joseph K. Van Denburg of New York, met with a warm response.

In order, however, to make an impartial start, the meeting was called by Dr. George F. Zook, president of the American Council on Education. In this way it was assured that neither New York City nor any other school system would take the dominant role.

Before the conference disbanded Dr. Van Denburg was named as temporary chairman, and Dr. William A. Hannig, chairman of the local Board of Examiners, as temporary secretary. A committee on organization, empowered to draft plans for a permanent body, also was chosen.

Early in October another conference is to take place. At that time the tentative, almost nebulous ideas, will have taken form; the examiners will be in a better position to know just where they are going, what the basic principles and objectives of their association should be, and what route is necessary to attain them.

From every indication this will not be merely another professional school group, added to the hundreds that already exist in this country. A more significant role is projected.

Board Can't Fire "Fire Hazard"

NEW YORK.—The board of education is fussed because it can't retire its biggest problem—a 275-pound married woman teacher who board President James Marshall says is a "fire hazard".

Inaction of the board of superintendents, which must approve, has balked efforts to force retirement of the 51-year-old woman, a grade teacher since 1906, who draws $3390 a year.

Marshall said the teacher had a stiff knee, walked with a cane and was unable to flex her wrist. He said that in 33½ years of service she had been absent 1556 days—about eight teaching years—and tardy 724 times, a local record.

"A person who cannot walk and put on her coat without help is a fire hazard," Marshall added. "She is bound to slow up the exit from school in case of emergency."

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COLORADO TEACHERS ASSAIL AIMS OF "NEW" EDUCATION

BOULDER, COLO. — Exponents of "progressive education," who in recent years have been pressing for reform in school room techniques throughout the nation, have received a setback in Colorado.

This was revealed recently in a study made by Dr. Robert A. Davis, professor of education and director of the Bureau of Educational Research at the University of Colorado.

More than one thousand Colorado teachers believe, according to Dr. Davis's findings, that "the 'newer' education is cheapening the general quality of the education process"; that "education is being made too easy"; that "pupils do not have enough discipline in the school and the home"; and that "the school is spending too much time in trying to educate the 'whole' child, mentally, physically, socially and emotionally."

Colorado teachers also assert that "schools today are so overcrowded with extra-curricular activities that it becomes necessary to shirk the formal subjects of the school," and that "the organization and methods of the school encourage too rapid coverage of subject-matter, a condition resulting in a high degree of superficiality both in reading and learning in general."

While Dr. Davis set out specifically to ascertain the major teaching problems of representative Colorado teachers, the attitudes, either stated or implied, which the instructors expressed toward "progressive education" proved to be the most interesting result of his study.

"Poor reading ability seems to be the cry of teachers of all levels of education, from the first through the twelfth grade," Dr. Davis declared in listing another major finding of his study.

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1 Lawrence Hall Cambridge, Mass.

Has Your School Made A Movie?

Have you produced a motion picture in your school? If you have, please send a report about it to Hardy R. Finch, Greenwich High School, Greenwich, Connecticut. Mr. Finch will use the material in a report for the Committee on Motion Pictures and Newspapers of the National Council of Teachers of English, and will mention each film in *Educational Screen Magazine*.

The following information might be included in a school's film report: Name of school; address; title and subject of film; date completed; length and feet; sixteen m.m.?; silent?; made by; brief summary of or unusual facts about the film; name of person reporting the film.

Oppose Older Age For School Bus Drivers

RICHMOND, VA. — Approximately 17 per cent of school bus drivers in Virginia are less than 21 years old, Motor Vehicle Director Marion Battle said in presenting figures in support of proposed State legislation to raise the minimum age for operators.

Of a total of 2,981 bus drivers, he said, 525 are from 16 to 20 years old. However, the Director said a number of these are substitutes and probably not more than 14 per cent of the regular drivers are less than 21.

Augusta and Norfolk counties are reported to have joined with Albemarle County in a move to kill a proposed amendment to the Motor Vehicle Code that would require drivers of school buses to be at least 21 years old.

Albemarle board members have argued that students of 17 or 18 years are more susceptible to the direction of school principals than adults, and that, in many instances, they are more competent than older men.

Teaching Group Pick Boston for Meeting

ATLANTIC CITY, N. J.—The Eastern Commercial Teachers' Association, having 3,200 members east of the Mississippi River, will meet in Boston, Mass., next year, it was voted at the forty-third annual convention of the group. John G. Kirk, Director of Commercial Education in the Philadelphia public schools, was elected President of the Association, and Allan Ferber, of the Chandler Secretarial School, Boston, Mass., was elected to the Executive Board.

The National Association of Penmanship Teachers and Supervisors, meeting at the same time, reelected Miss Doris E. Almy, Fall River, Mass., as President.

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Textbooks Hold "Beauty Show"

NEW YORK.—What might be termed a beauty show of the textbook industry opened at the New York Public Library on May 17. It was the second annual Textbook Exhibit sponsored by the Textbook Clinic of the American Institute of Graphic Arts, and included 60 books of 24 different publishing firms. The books were chosen for superior physical attractiveness and other technical points. Firms represented in the exhibit by the maximum of five books were Macmillan and Henry Holt. Those winning four places were American Book, Ginn, Little-Brown, Scott-Foresman, and Silver-Burdett. Those having three books each in the showing were Harcourt-Brace, Harpers, Heath and Houghton-Mifflin.

Last year's Textbook Exhibit toured the country, stopping in 21 cities, and this year's exhibit will also travel from place to place to give as many people as possible an opportunity to see what beautiful texts are now being turned out—more beautiful in many instances than books for the general reader.

3 Married Couples Graduate from School

BROOKLINE, MASS.—Three married couples were among the 250 persons of all ages and occupations who were graduated recently from the Brookline evening schools in the presence of nearly 1000 in the Brookline High School auditorium. A reception and exhibition of the graduates' handicraft were held in the manual training building after the exercises.

Mathematics Teachers To Meet at Milwaukee

NEW YORK.—The National Council of Teachers of Mathematics will hold its 1940 summer meeting on July 1, 2, and 3 in Milwaukee, Wisconsin. The headquarters will be the Hotel Pfister. The theme of the meetings is: HOW MATHEMATICS SERVES OUR COMMUNITY. Questions and suggestions should be addressed to A. E. Katra, 525 West 120th Street, New York, N.Y.

There will be no admission charge to the meetings.

The Sound Of History

YONKERS-ON-HUDSON, N.Y.—Now comes a textbook to be heard rather than read. This new text, titled "Then Came War," and published by World Book Company, consists of three phonograph records chronicling the swift events leading up to the declaration of war on Germany by the Allies, Sept. 3, 1939. Edited and introduced by Elmer Davis, author and radio news commentator, the trio of double-faced twelve-inch discs contain the important diplomatic exchanges of the pre-war crisis. The student hears the voices of Hitler, Daladier and Chamberlain in utterances that made history. The three records conveying "the sound of history" as only modern invention can do, sells for $6.50 in all, or about what a supply of 20-cent pamphlets would cost for a class of average size.

Hurricane-Damaged School Re-opened

WORCESTER, MASS. — Nearly half the Classical High School student body attended classes in their high school building for the first time early in April. The school, badly damaged in the 1938 hurricane, has been repaired and reconditioned and reopened for the first time since the storm.

Brides Banned By High School

BUTTE, MONT. — Widows, brides and divorcees are barred from attending Butte high schools through a ruling recently made by the city school board. The board claimed that such students "do not materially profit from high school attendance" and "in many instances have exerted a bad influence on other girls of the school."

Teachers' College Head is Installed

WORCESTER, MASS. — Clinton E. Carpenter was installed president of the Worcester State Teachers College recently by Walter F. Downey, commissioner of education, at a meeting in the college auditorium. Deputy Commissioner Patrick J. Sullivan presided.

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Book Reviews

For Smoother Administration

ADMINISTRATIVE PRACTICES IN LARGE HIGH SCHOOLS. N. Wallace Newsome and R. Emerson Langfitt.—Boston, New York, Chicago, Cincinnati, Atlanta, Dallas, San Francisco: American Book Company.

An even dozen of the heads of large high schools have pooled their ways of doing things in this comprehensive manual. "Administrative Practices of Larger High Schools." The method used by the editors—who also were contributors—was the assignment of one or more chapters to be written by each of the participants. The net result is a volume that appears to have everything the high school principal would like to know about the executive techniques developed by his fellow schoolmen. The organizing and editing of the book have been such as to reduce overlapping to a minimum. Whatever differences of practice are revealed are only what one might expect from the working out of similar more or less complex problems by different individuals.

The volume is clearly written, concrete, and sufficiently detailed to be of real value either to the responsible heads of other large secondary schools or to those of smaller schools, since these latter have much the same conditions to meet if on a smaller scale.

It is not a treatise on educational theory, of course, though theory does crop out and necessarily colors the handling of each chapter.

It would take a long time and considerable cash to visit the number of schools represented in this compendium of administrative experience, and he would be a rare observer indeed who could bring away from such a tour of inspection a tenth part of the information here set down.

Lands and Living

ECONOMIC GEOGRAPHY. By Charles C. Colby, University of Chicago, and Alice Foster, University of Chicago.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

That well known investigator, the "visitor from Mars," might well be surprised to learn that two-thirds of Earth's population are crowded into one-tenth of the available area. The existence of that situation calls for such a text as "Economic Geography" by Colby and Foster to explain why people are so unevenly distributed, and more particularly what are the effects of climate, soil, physical contours, mineral deposits and natural water courses and reservoirs upon men's habitats, their means of livelihood and their commerce? All the more important countries are presented. A minerals map of the world is a distinctive feature. The book is profusely illustrated with pictures and graphs and there are specially drawn physical and political maps in color.

Here is a meaningful, absorbing study of human interrelations—something of a key to present-day strife and turmoil.

The Art of Living

LIVING YOUR LIFE. By Claude C. Crawford, Ethel G. Cooley, C. C. Trillingham.—Boston, New York, Chicago, San Francisco, Dallas, Atlanta, London: D. C. Heath and Company.

The sub-title of this book is "Group Guidance in Study, School Life and Social Living." Of the three authors one is a college professor, another a high school and junior college teacher, and the third a county superintendent. The volume is blessed with three prefaces, which are described as "Open Letters from the Authors." It is comparatively seldom that we find prefatory notes which make such a vital contribution. They are respectively labeled "From the County Superintendent's Office," "From the Classroom," and "From the Professor's Study." The book is written in such a lively manner that it will be hard for anybody who picks it up to lay it down before he has read it through. Under the general head of "Leadership" there is a section bearing the caption, "Rubbing the Cat's Fur. How to be tactful." Here we read the following typical sentences: "Soft words break no bones. Don't remove a fly from your friend's forehead with a hatchet. Say what you think, if you must, but in a way that you would like to be told.

One chapter is headed, "Etiquette. How to do the Right Thing in the Right Way," and another, "Home. How to Live with Your Family." The book contains a number of photographs and many cartoon-like pictures. For example, there is the picture of two Eskimos standing in front of an ice-surrounded igloo. The man of the house has brought home a lawnmower, and the scene is described by the question, "When is a bargain not a bargain?" Below a picture of a room looking like a combination of boudoir and a snake's den is the query, "Does your room express your personality?" This book is admirably suited for the purpose for which it is intended.

An Intriguing History

OUR LAND AND OUR PEOPLE. Jesse H. Ames, Merlin H. Ames, and Thomas S. Staples.—St. Louis, Dallas, San Francisco: Webster Publishing Company.

From the pages of "Our Land and Our People" American history steps forth with new allure for boys and girls of junior high school age. Profusely and pointedly illustrated, the volume has both eye appeal and story appeal. The attitude of the authors is patriotic without being blindly nationalistic. Beginning with a brief account of European backgrounds five centuries ago, the record of discovery, settlement, separation from England, expansion, civil strife, rehabilitation—of social and economic change and of participation in world affairs down to the present day—all this is given with marked skill in selection of essentials, in clarity of statement, and in stimulus of thought. Interrogations under pictures and after each topic in the text tend to make learning an active rather than a passive process.

A half dozen pages of famous quotations at the end of the book are a delightful and distinctive feature.

On Language Study

THIS LANGUAGE-LEARNING BUSINESS. By Harold E. Palmer and H. Vere Redman. — Yonkers-on-Hudson, Chicago, Boston, Dallas, San Francisco, Portland: World Book Company.

Like any subject which is genuinely alive the teaching of a foreign language presents perennial problems. It goes without saying that all has not yet been said upon this particular theme. Here we have a modest sized book which strikes a distinctly new note. The authors have unusual backgrounds for approaching the question

of language-learning from a point of view decidedly different from that of the typical writer concerning it. One of them is linguistic adviser to the Japanese Department of Education and the other Lecturer in English in the University of Commerce, Tokyo. There is nothing superficial about this original and stimulating study. It deals not so much with methods as with the reasons for them and the principles underlying them. The general arrangement of the work is also unique. Chapter I consists of a dialogue between the authors. Other chapters are based on real or hypothetical letters discussing various phases of the general topic. Through comments on these suggestive epistles the authors bring out their philosophy of foreign language study. Part III is headed "Business: An Outline of a Comprehensive Language Course."

Mastery of Reading

How to Increase Reading Ability. By Albert J. Harris.—London, New York, Toronto: Longmans, Green and Company.

If we fail to teach children to read, we are making a general failure. The purpose of Professor Harris's book is accurately described by its title, and clarified by its sub-title, "A Guide to Diagnostic and Remedial Methods."

Throughout the volume special stress is laid upon remedial teaching. Section I is headed "The Significance of Reading Disabilities," Section VI "Investigating the Causes of Reading Difficulties," and Section XI "Teaching Reading to Specially Handicapped Children." Sections are also devoted to the metheds of diagnosing both silent and oral reading. Another one deals with ways of improving comprehension, fluency, and speed. This book is outstanding in its field for its high degree of practicality. *It gives concrete suggestions in regard to real problems.*

Keys to Studying

Getting the Meaning—a Program for Effective Reading. Books I, II, III and Teacher's Manual. W. S. Guiler and J. H. Coleman.—Chicago, Philadelphia, New York: J. B. Lippincott Company.

A train cannot run very far without wheels or an engine. Neither can a pupil study without the ability to read and to get the point of what he reads.

"Getting the Meaning" is a series of three paper-covered workbooks in the art of reading for comprehension. Book One might be used the first semester of the first year of junior high school, the thirty-six units supplying material for two or three short lessons a week. Similarly Books Two and Three may be applied at higher levels of the secondary school span. The grading is flexible.

A unit consists of an interesting, informative, well written selection; followed by a clearing up of all possible difficulties due to vocabulary; and a quiz on choice of title, main idea, facts, outline and conclusions.

Provision is made for quick, easy marking, with results recorded by the pupil in a chart designed to encourage self improvement.

The books are ingenious and the use of them should lead to great gains in pupils' ability to study.

It Is and Isn't Done

This Way, Please, A Book of Manners. By Eleanor Boykin.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"This Way, Please" is a fine little handbook of common sense etiquette. The rules and principles of courteous behavior for high school boys and girls are not only stated but "sold" to them; for here are reasonable suggestions for becoming more acceptable and giving smoother performance. The little text—quietly dressed so as not to shout its mission—bears evidence of having developed out of real situations. Speech, dress, manners at table, introductions, boy and girl relationships—these are but a few of the practical subjects sanely treated, many points being emphasized by apt cartoons.

If courtesy and character can be taught by courtesy, this book should get results.

The Teacher in American Life

Teachers for Democracy. Editors, George E. Axtelle and William W. Wattenberg.—New York, London: D. Appleton-Century Company.

This fourth annual yearbook of the John Dewey Society, like its predecessors, gives a cross section of thought in regard to an outstandingly important educational problem, in this instance, teacher training. In addition to the editors there are eleven other contributors to the volume. The names of contributors are given, as they should be, in the preface, the table of contents, and at the heads of the chapters.

This particular yearbook is especially rich in ideas. Again and again passages leap from the pages and seem to demand quotation. Undoubtedly the articles which mean the most to us are determined by our individual interests, but this reviewer feels constrained to give special mention to "The Task before Us," "Abilities of Teachers in Democracy's Schools," and "The Education of College Teachers." There is no pretension to an encyclopedic treatment of teacher education, certain important phases being deliberately omitted. The primary purpose of the volume has been to discuss those basic considerations which are common and relevant to all aspects of teacher education.

Columbus to Now

American History. Complete Edition. Illustrated. By Gertrude Van Duyn Southworth and John Van Duyn Southworth. Syracuse, New York, Chicago, Atlanta, Dallas: Iroquois Publishing Company, Inc.

Even more gayly garbed than at its earlier appearance, the new edition of "American History" by Southworth and Southworth brings the record of our nation well into the present eventful year 1940.

This text for the upper grammar grades seems to combine in unusual degree the various features demanded of a modern basal text in history. The arrangement is by ten major topics, yet retains chronological sequence. The story is told in clear and stirring fashion. Significant and artistic pictures are generously interspersed at places where they should intrigue the learner while informing him as well. Among the teaching helps are many promising topics for class discussion or debate.

In order that the study of American history may give the pupil his bearings at the present hour, much space is given to the Roosevelt administration in proportion to the previous period of 440 years since Columbus.